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ABSTRACT

While membership in school councils is estimated at 1,200,000, mostly as a result of regulations connected with federal programs, the actual effectiveness of school councils remains low. Administrators, school boards, and parent organizations often look on councils with suspicion and withhold needed support. To be effective councils need access to three categories of resources: empowerment resources (budget, staff, and communications capability), development resources (help in utilizing skill development and information sharing), and information resources for taking action on school-related issues. This document discusses the nature of these needs and provides an annotated listing of materials and organizations that can be of assistance in understanding and obtaining the resources required. (Author/PGD)

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RESOURCE GUIDE AND BIBLIOGRAPHY ON SCHOOL COUNCILS

by the Institute for Responsive Education

Jim Stanton, Bobbi Whittaker
and Ross Zerchykov

Prepared with the Support of the
Charles Stewart Mott Foundation

EA 010 666

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FOREWORD

This report is based on two separate but related Institute for Responsive Education projects. The first, funded by the Charles Stewart Mott Foundation of Flint, Michigan, is a project to study and improve school councils and community education advisory councils. This endeavor represents a logical extension of the long standing interest of the Mott Foundation in community education and in roles that citizens play in governing their institutions in a healthy democratic society. The Mott-funded project focuses on the work of advisory councils in a few selected communities. This publication is one of three concluding the first year of the project in the fall of 1977. The companion reports are:

1. SHARING THE POWER?: A Report on the Status of School Councils in the 1970's; and
2. Community Education Councils: A Bibliographic Essay.

This report is also based in part on the work of a second IRE project, a study of citizen organizations funded by the School Capacity for Problem Solving Group of the National Institute of Education. This three-year study (1976-1979) is conducted by IRE and Optimum Computer Systems, Inc., of New York City. The first year of the NIE study included a selective and impressionistic survey of the status of citizen participation in educational decisionmaking. The publications that have resulted from the first year of work on that study are:

1. Patterns of Citizen Participation in Educational Decisionmaking:
   Volume 1: Overview of the Status of Citizen Participation.
   Volume 2: Diverse and Shifting Patterns of Participation.
2. Federal and State Impact on Citizen Participation in the Schools
3. Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.
4. Citizen Participation in Educational Decisionmaking: An Annotated Bibliography.
5. Citizen Participation in the Schools: A Special Report to Policymakers in the States.

All of the above reports are addressed primarily to policymakers at local, state, and Federal levels and to citizen organization leaders. They are aimed at advancing the understanding of the phenomena of citizen participation and contributing to improved policy design.

This publication has a more practical purpose and is addressed quite specifically to leaders and members of school councils, and to educators who work with such schools as well. It is not a guidebook or handbook, containing comprehensive how-to information. It is, instead, a resource book including annotated references to a number of handbooks and guidebooks which would serve as useful references for school council members.

We have pointed readers to resources dealing with two topics which we consider central to the successful formation and effectiveness of councils. In the first place the material discussed addresses the issue of capacity building. Council members and educators often wonder what is necessary for councils to organize their resources and develop the skills needed to be effective.

We discuss approaches to training council members to work as effective resources both to the schools and communities and we also suggest ways different citizen organizations might help one another. This section provides selected, annotated references and lists of sources of help for councils.

The second emphasis in the material which we have selected answers the question "How can councils find the information they need to make reasoned, well-supported decisions? This chapter discusses ways to develop strategies to thoroughly gather information and ways to provide councils with this information from available resources, ranging from the public library to specialized education research services. An Appendix at the end of this chapter is a directory of organizations which can provide information to citizen groups across the country.

Ideas and information which have been useful in compiling this report have come from a variety of sources including:

1. Field visits by IRE staff working on the Mott Project to Miami, Flint, Minneapolis, San Diego, and Los Angeles to implement the field site component of the Mott Foundation Project. In each of these cities and in Boston, numbers of interviews and discussions were held with school officials, parents, and members of community organizations. In addition to these meetings, we gathered a substantial amount of written material and documentation on school councils from school and non-school sources.

2. Through workshops, the dissemination of materials and resources, and continuous communication with project participants in San Diego, Boston, and Miami, we have obtained additional first hand insights into the actual operations and problems of councils.

3. Through IRE's informal network of local, state, and national officials and groups interested in "councils," other universities and research organizations, and our Citizen Action in Education readership, we have requested and received a substantial number of evaluations, reports, and materials on school councils.

4. Data, opinions, and impressions from hundreds of local grassroots people, council members, and educators have been obtained for this report through a series of IRE consultations, workshops, and other field activities. Examples that were particularly relevant for this Guide and Bibliography include: (a) a team site evaluation of the Roosevelt Neighborhood School in Louisville; (b) a two-day national workshop for 150 chairpersons of the community councils for Teacher Corps projects; (c) on-going participation with court-ordered and citizen-initiated organizations in Boston, including a Citywide Conference of Councils for parent leaders; and (d) on-going participation in a statewide evaluation of school councils in Florida for the state legislature.

Before we turn to the topics of skill development and information resources, we set the stage in two ways. The Introduction is a brief summary of the current status of school councils. Then Section One summarizes what we have learned about the help that councils need. Our comments in the Introduction and Section One will make clear our commitment to citizen participation and our belief that school councils, despite their feeble status in most places today, have considerable potential as a way for citizens to share in setting policies and making decisions in the public schools.

Our hope is that this book will be useful to many councils as they take the first steps toward power sharing in schools.

ACKNOWLEDGEMENTS

Primary responsibility for planning, writing, and organizing the material in this report rested with James Stanton and Bobbi Whittaker. Mr. Stanton is the director of the Mott Foundation-funded project on advisory committees. He is an experienced community leader and organizer, a former director of the Cambridge (Massachusetts) Civic Association, and a former public school teacher. Ms. Whittaker also is an experienced community leader and consultant in community issues in Boston and in the metropolitan area. She has been director of the Allston-Brighton Planning Action Committee.

These two have been aided by Ross Zerchykov, IRE Research Associate and doctoral candidate in political science at Boston University; by Brian Powers, IRE Research Associate; and by Barbara Prentice, IRE Communication Director. Harriet Plaskow, Carol Herzog, and Carol Wolfe did the typing and editing.

- Don Davies

SECTION ONE

INTRODUCTION

Advocates of citizen participation may well be encouraged by the upsurge of citizen participation in the schools in the 1970's. The general rhetoric of participation has become widely accepted. More people are participating in more ways than ever before. But these same advocates might also be alarmed at how little reality there is behind the rhetoric. They should be concerned at the feeble impact and spiritlessness of much that passes for participation. The power remains with the professionals; administration and policymaking continue to be highly centralized and bureacratic.

The school council at the district and individual building level has become the predominant new mode of citizen participation in the schools. There are tens of thousands of these councils and more than a million members. But the numbers are deceptive. In our report for the Charles Stewart Mott Foundation, SHARING THE POWER?: A Report on the Status of School Advisory Councils, our basic thesis is that school councils are not now, by and large, effective vehicles for citizens to affect educational policymaking. They do have, however, considerable unrealized potential for productively sharing power and developing partnerships between citizens and educators.

An effort to gauge the influence and effectiveness of councils goes beyond determining whether they function optimally within the guidelines accompanying their mandates. Determining their impact must also entail assessing their substantive influence on three key areas of educational policy: the program, personnel, and the budget of local schools. At this stage in our investigations we maintain that the council idea has not been implemented satisfactorily.

The hard-nosed critical stance implicit in our discussion of councils in the status report to the Mott Foundation reflects the Institute's commitment to participatory democracy and to school councils as one way for that ideal to be realized in daily life. In our formulation of citizen participation we use the word citizen to refer to parents and other adult residents of a community. The term intentionally excludes consideration of school personnel. Participation as we use it designates taking part in activities in order to exercise power or influence, to have impact on decisionmaking in policy matters. Where activity entails no clear intent to exercise power or to have substantive effect on decisionmaking, the term involvement is more appropriate. We use the term school council to mean a mandated, school-based group with school building, area, or citywide geographic scope.

There is evidence that effective citizen participation can contribute to important educational and community objectives. School councils have high potential as mechanisms for citizen participation, even though this potential has yet to be realized. The contributions that participation through councils and through other kinds of organizations could make may be grouped under six general headings. The six-part scheme laid out below has proven useful in classifying the rationales frequently offered for participation. The categories are not intended to be mutually exclusive; each may be valid and appropriate in its own right and in combination with other reasons. The reasons include attempts to affect:

- Policy -- Citizen participation leads to institutional policies which are more responsive to the needs of constituents and communities served. Citizen participation will contribute to developing school policies and practices which are more effective and equitable than is generally the case now.

- Service delivery -- Citizen participation may improve the nature and quality of educational services. The capacity of the institution to understand and solve educational problems is enhanced if parents and other citizens are part of the problem-solving effort.

- Community development -- Effective citizen participation may contribute to the development of a healthy and stable community, where goods and services are adequately and fairly distributed and where people have a sense of their collective efficacy, confidence, and power.

- Individual development -- Participation can contribute to the development of a sense of efficacy and confidence on the part of the constituents of citizen organizations. Participation also may provide other benefits to individuals -- training, education, job advancement, personal status, and social pleasure.
- Performance of students in schools -- Citizen participation may contribute to improved performance by students, with higher levels of academic achievement; lower rates of truancy, dropouts, vandalism, discipline, and other problems; better student attitudes and behavior; and increased interest in post-secondary education.
- Organizational effectiveness -- Participation can contribute to making citizen organizations more effective. (It is both an input and output; cause and effect.)

The voice of citizen participation in educational decisionmaking traditionally has been channeled through duly elected or appointed local school boards and informally through a variety of associations or task groups. The concept of a citizen council, a formal structure with citizen membership beyond that of local school boards, was first developed in Berkeley, California in 1919. Councils were established frequently during the Depression years and increasingly so for public relations purposes during the baby boom and expansion of the suburbs in the early post-World War II era. Although the council movement seemed dormant during the later 1950's, it received new impetus from the Civil Rights movement and the War on Poverty during the 1960's.

The current burgeoning of councils can best be explained as a consequence of the outburst of citizen involvement in the schools in the 1960's. Educational officials found councils an effective way to bring the mounting number of critics outside the schools into the system, working under the auspices of the schools and in league with other non-professionals who supported the school system.

The feeling of powerlessness among parents which impelled militant citizen activism in education during the 60's was a logical and long-delayed byproduct of the "progressive reforms" in education which took place at the turn of the century. This reform movement was a reaction by middle-class elites to what they perceived as corrupt and inefficient school governance by ward-based politicians.

From 1835 to 1900 the control of education rested with local boards of education. There were far more school boards than there are today, and there were more board members on each board, allowing more voices from more constituencies to be heard in school decisionmaking.

Reforms motivated by "modern" ideas of efficiency, a value promoted by the new class of industrial managers, placed control of schools in the hands of professional systems administrators and smaller white, middle-class, professional, male, school boards. Equipped with their administrative expertise and backed by a supposed omniscience in educational theory and practice, school professionals showed little inclination to respond to different perspectives on schooling from the public. School board members passed their authority on to superintendents who acted at their behest as primary policymakers, not as clerks carrying out the directives of the school boards, as had previously been the case. The professionalization of education intensified in subsequent years. The public's resentment at its exclusion from school affairs increased proportionately.

Demands for community control of schools in some cities during the 1960's expressed a growing public interest in defining and implementing school policies. The eventual defeat of the community control movement and the establishment in its place of political or administrative decentralization of school systems in some cities were the immediate political precursors of recent intiatives for citizen participation in school governance through advisory councils.

State and local mandates for citizen councils mirror those accompanying the War on Poverty programs of the Federal government during the 1960's. Participation on Federal program councils today accounts for an overwhelming number of the citizens serving on school councils. Our realistic estimate of the numbers of persons participating this way is 1,200,000. Membership through three Federal programs, Title I, Head Start, and Follow Through, totals approximately 940,000. Other Federal programs account for about 150,000 participants. State mandates in California and Florida have produced 20,000 participants and other state and local programs scattered throughout the country involve about 75,000 citizens. Apart from those related to Federal programs, nearly all the councils have been created since 1970.

A review of the mechanics of council operations reveals that they lack the support and resources needed to do their jobs. Membership on councils is acquired by election, selection, or volunteering. Most Federally-mandated council members are elected. However, the school principal or superintendent tends to select members for the state and locally mandated boards.

Councils often think of themselves as representative of the community, yet non-participating community residents often dispute this assumption. Moreover councils are often deficient in terms of minority, low-income, student, non-parent, and except in leadership positions, male representation. Meetings are held too infrequently for councils to transact important business and to establish their own agendas. Turnover of members is very high.

Councils may be evaluated for their effectiveness according to their scope of authority in the performance of their duties. In the status report a three-part, simplified schema has been adapted, with the lowest level representing "token" involvement, the next, "advisory" participation, and the highest signifying "power-sharing/partnership" activity. Although most councils are nominally advisory bodies, the term is used ambiguously and often is used to describe those councils whose work is actually token. Most councils fall into this category.

Advisory councils, properly described, offer policymakers advice which may not always be followed, but which will receive some serious consideration. Relatively few councils fall into this category. Even fewer are genuine vehicles for power sharing.

Most councils are provided by school boards or administrators with a mandated sphere of activity, but our research shows that they lack the resources to meet the responsibilities which technically are theirs. The work of councils may be conveniently divided into school-related and council-related activity. Little time and energy are spent on those council-related issues which would enhance members' capacity to participate in policy questions. Ignored are such tasks as defining organizational characteristics, building the group's structure, and developing resources and support systems. Most council attention is directed to issues described as school-related activity: school climate, extra-educational issues, school-community relations, and occasionally, planning and evaluation. Despite preoccupation with these school-related issues, presumably with some degree of influence, school advisory councils actually appear to be functioning, as controlled, service organizations.

The significant gaps between councils' performance and their mandates have been accounted for through an examination of the environmental forces shaping the implementation of their mandates. Three groups exert important influence over councils: school principals and administrators, school boards, and other traditional parent groups. In only a few instances have these groups extended help, necessary information, or support to councils. They seem to fear councils' encroaching on their own prerogatives and in fact have frequently worked to undermine council operation or to comply only with the letter of requirements that councils be formed and consulted in decisionmaking. Principals, who serve ex-officio on councils have wide discretion in determining the role of councils in individual schools. Our status report shows that principals use their delegated authority to establish their dominance through subtle, rather than bold tactics. They are often supported by central office administrators in this regard and by their peers, who have defined themselves as gatekeepers, leaders, manipulators, and final decisionmakers. At a recent meeting of the National Elementary School Principals' Association one speaker offered advice to the audience on how to control, placate, and manipulate council members in their buildings. In general, school administrators expect little of value to emerge from the participation of community residents and they ignore the support and resources which might be provided by councils.

Where councils have been created by local action, it is usually school professionals, and not school board members, who have taken the intiative. Board members do not consider councils high priorities, have little first-hand contact with members, are interested in councils largely as public relations devices, and view council members as political threats.

Members of PTAs also feel threatened by councils. They fear that their established positions as parent representatives in the schools will be usurped by new, upstart participants. As the PTA changes from a service and support organization into a more aggressive and politically aware group, new bases for cooperation with councils will likely appear. Such cooperation is evident in some communities; in others PTAs and councils continue to compete with one another, often with administrators' approval.

Independent evaluations of the effectiveness of councils formed in Los Angeles and Boston pinpoint some problems resulting from some comprehensive efforts to share school policymaking power with the public. From these evaluations, discussed in the status report, a set of needs has been identified and some recommendations have been formulated for policymakers interested in improving council operation:

- Special attention should be given to decentralizing power and decisionmaking so that appropriate decisions can be made at the building level.
- In order to function effectively, councils must have resources to strengthen their governance as well as their ability to take action on specific problems.
- Both teachers and principals must have access to opportunities to strengthen and refine their skills in working with parents in general and councils in particular.
- In order to avoid competition and duplication of efforts between councils and other parent groups in the same school, care must be taken to enable councils and groups to integrate and coordinate their activities.
- Councils should represent the schools' parents, teachers, administrators, and (where appropriate) students, and the larger community. Election is preferable to appointment in terms of assuring councils' credibility with the community.
- In order for citizens, school systems, and policymakers to benefit mutually from the council experience, their functions and activities must be well documented and annually evaluated.

These recommendations should be followed in appropriate ways by local, state, and federal policymakers, all of whom exercise different kinds of power over local school systems. Coordinated policy planning is the only hope for escaping the current thicket of ambiguous, overlapping, and counterproductive policies and practices. The problems with councils' performance are not always the outcome of local officials' calculated subversion strategies; the legal mandates for councils are themselves ambiguous, call into operation competing committees, and provide them with few financial and technical support resources.

A recent Gallup Poll found that 90 percent of the public surveyed would willingly serve on a school council vested with policymaking authority on such issues as discipline, student-teacher relations, career education, student dropout programs, programs for handicapped students, educational costs and finances, the school program, and education for citizenship. It is clear from our work that public interest in councils appears to be high only as long as participants' activities appear to affect directly the quality of children's education. The same opinion survey showed that 51 percent of those persons found to support one interesting proposition -- the establishment of training programs for parents in the schools "to help their children in school" -- were willing to finance such programs from tax revenues.

The willingness of the community to participate on school councils, if they are powerful and effective, is hardly in doubt. Public interest in learning how to serve on councils and have them perform well in school decisionmaking also is clear. The following discussion of councils' needs for training, for resources, and for information represents an attempt to help councils help themselves, to redefine their roles, and advance toward partnership with traditional powerholders in education.

Each of the sections which follow addresses a set of needs of council participants in a prose narrative and then with annotations of previously published and available material related to the topic at hand. The final selection of annotations relates to a wide range of council functions.

SECTION TWO

RESOURCES

Power sharing requires parity of resources. We feel it is important for councils to have access to three categories of resources if they are to be effective partners in the educational decisionmaking process at the local school level. The three categories are:

1. Empowerment Resources: These resources include council budget and staff, a citizen information exchange, and a communication network. These resources provide a foundation to build on so that other resources can be utilized most effectively.
2. Resources for a Council's Development: These resources help the council utilize skill development and information sharing as a means toward helping the group to be stronger and more successful.
3. Information Resources for Taking Action on School-Related Issues: These resources help a council focus clearly on school issues and problems and gather the most relevant information for analyzing and supporting the council's viewpoint.

In this section we will look only at empowerment resources; skill development and information resources are discussed in sections three and four.

These three categories of resources are essential links in the same chain; if one set is missing, council efforts are crippled. Each of the other parties that play a major role in educational decisionmaking, i.e. principals, central administration staff, school boards, and employee organizations, have all of these resources available to them, and they use them when needed. Councils without access to the same kinds of resources are at a competitive disadvantage when trying to take part in local school decisionmaking.

Empowerment Resources

These resources determine whether a council has the opportunity to be an effective partner in the decisionmaking process. The four resources we will focus on here are council budget, staff, a citizen information exchange, and a communications network. Taken as a whole these resources are necessary but not sufficient to insure optimal participation by councils.

The Council Budget. Virtually all councils recognize that even though much work can be carried out with volunteer help, their strength and effectiveness is enhanced by access to a modest budget. Yet many find themselves in one of two situations:

1. Councils assume that funds are not and never will be available; they begin their tasks without the resources they know they need. The usual outcome is that councils don't produce results that meet their expectations, or they cannot see the results through to implementation.

2. Councils absorb themselves in a wide range of fundraising schemes from bake sales and raffles to seeking funds from foundations or local businesses. The single major problem here is that fundraising can and usually does consume in excess of 50% of the council's time and energy. The results are twofold: the costs of fundraising tend to cancel the benefits derived, and councils which rely on fundraising are in a very unstable position in the long run.

We recommend that councils adopt what may turn out to be long term strategies to secure a modest budget from their school board or from state or Federal programs to which they may be related. Since resources for principals, central office staff, and school boards are frequently paid for with public funds, we think it is logical and fair that citizens have the same support. A council should be considered an integral part of a well functioning school. As such its operating budget should be included with all other legitimate school programs. Further, school board-funded council budgets legitimize the council for many in the school and the community, as well as for the council itself.

The major resources necessitating a council budget -- namely council staff, a citizen information exchange, and a communications network, will be explained below. Resources for council development and information also require the availability of funds to purchase materials and services.

Council Staff. Staff for councils may seem like an unnecessary expense, unjustified by the amount of work that councils are normally expected to do. However, we see several key roles that a full or even part-time council staff person can play. Council staff can provide research and support functions, monitoring and evaluation functions, organizing of volunteers around tasks, and can help organize parents and citizens around issues. As we mentioned earlier, each of the other groups which influence decisions in schools have access to staff support of one type or another. Support staff clearly makes a difference in the amount of influence a group or individual generates. Without the wide range of support services and personnel available to school board members, for example, it would be impossible for them to fulfill their responsibilities.

School boards frequently have administrative aides or secretaries. In almost all cases, the superintendent's staff gets information and prepares materials for the school board. School boards hire lawyers, management analysts and other specialists from time to time to help them with their work. State school board associations run workshops and training sessions for their members. These associations also send school board members helpful information on a regular basis. Teacher organizations are backed up by enormous staff support -- everything from lawyers to lobbyists in Washington, to people to plan meetings, to researchers to investigate contracts and policy issues.

Before decisions or recommendations on school policy can be made, councils must gather and assess relevant information -- essentially a research task. If the professionals can depend on paid staff and can purchase information while parents are dependent on volunteer power to gather and assess information, decisionmaking will inevitably favor the professionals. When faced with opposition, councils need to support their views with well documented facts.

A paid coordinator, responsible to and selected by the council, can also be a great aid in council development. This person can oversee council elections and help establish communication systems. He or she can help arrange orientation and information sessions for the council and the community. The coordinator can help create and develop the resource center, and can help maintain council awareness of its goals. The coordinator should, however, be careful to act only as a resource and coordinator, not as an expert on parents' needs and abilities, or as a council president.

Having a parent coordinator for a school council is not a new idea. Head Start councils have for several years used coordinators to carry out these same responsibilities. We have also seen parent coordinators work well with local community-initiated councils.

One example is the Cambridge Alternative Public School in Massachusetts. Here a Parent Council of all parents makes recommendations to the Policy Board. The Board, which is the decisionmaking body for the schools, includes elected parents, elected staff, the principal, a representative of the superintendent, and the parent coordinator. The coordinator is able to ensure that this system runs smoothly enough for parents to have real authority in the school.

If a council has a limited view of its role in the school, there is little need for someone to help with the work. If, however, the council wants to be actively involved in decisionmaking at the local school level, it is important to consider the council's need for staffing.

If it seems unlikely that the council will be able to hire a staff immediately, staff functions will need to be spread among the council and community. For example, a council might call in a citizen-initiated organization in the community to provide part-time staff help. The council will have to do the best it can to generate the support it needs. It is important, however, to continue to press for staff assistance.

A Citizen Information Exchange. The exchange is a simple concept. It is an area, usually in a school, easily accessible to citizens, which serves as a resource center/clearinghouse. The major purpose of this exchange is to gather and disseminate information which is important to the council and citizens working at both the local building and district-wide levels. The three major functions of the exchange are:

1. Gather, disseminate and/or make readily available all school district generated information such as:
    - A. General information in school districts -- school calendar, grading and promotion policies, information on curricula and programs, etc.
    - B. Information on special programs and services.
    - C. School board policies minutes, school district budget, union contracts, etc.
    - D. Records and information relating to different ways parents and citizens can participate in the schools.
    - E. Information about the way the system operates including tables of organization.
2. Gather, disseminate and/or make readily available a wide range of non-school district generated information which is important to parents and citizens, such as:
    - A. Guidelines and regulations relating to Federal and State laws.
    - B. Materials and reports from related municipal and social service agencies.
    - C. Materials and reports from other school systems and state and national education agencies.
    - D. General information for taking action on important issues (as described in section three).
3. Serve as a citizen support and referral center, and a first-step parent grievance committee.

Our experience has shown that even though school districts may have large amounts of this information, they are sometimes reluctant to divulge and share it with citizens without laundering it. There is a clear need for a non-threatening environment where citizens can have easy access to vital information.

A Communication Network. As important as each of the other resources are, if a council is unable to communicate effectively to other citizens, the school board, administrators, and the media, it will be working under an almost crippling burden.

Communication is the process by which information, wisdom, feelings, and ideas are shared by people. A council needs to learn to communicate with all of its constituents -- parents, teachers, students, and administration -- at the same time that it works on its own tasks and goals. "Getting out the facts" can build support for proposals among the public and among decisionmakers. It can inform the public of group goals, findings, and recommendations; it can establish the group's identity; and it can enlist support and members for the group.

The communication process is as important within the group as it is between the group and the "outside." An open and supportive climate is essential for the communication process to work. It is also the best way to find the most creative ideas and solutions to problems, and the best way to assure individual commitment to group goals. It is an easy step to overlook when the point of the group is to have input into school decisions, but is an important step in making sure the organization lasts long enough to see its decisions make a difference in the schools.

We feel that a council which is able to secure what we have called empowerment resources is best situated to take advantage of the resources talked about in sections two and three of this resource book.

SELECTED READINGS

1. Back, J. and Car M. Foster. "A Neighborhood School Board: Its Infancy, Its Crises, Its Growth." Education, Winter 1974.

   These authors played a major role in the growth of this school board -- Foster was the principal of the school and Back was the counselor. The article is one chapter of a book, Growth in Strange Places, a study of the Neighborhood School Board at Roosevelt Elementary School (RNSB) an inner-city school in Louisville, Kentucky. Foster and Back describe the development of the RNSB from the Spring of 1972.

   Foster and Back describe the growth and development of this school/community council which won major decision-making power over issues such as curriculum and staff hiring It is a clear example of the role of training in the development of the group and in the development of communication between parents and school personnel. Car Foster is a humanistic educator who strongly supported the development of the group. The article makes important points regarding the role that council membership played in increasing parents' self-esteem as well as their competency as educational decision-makers. Although the Roosevelt School had problems, the vision of collaboration in making a school responsive to community needs is convincingly presented in real-life terms.

2. Clasby, Miriam and JoAnne Lema. Together: Schools and Communities. Boston: Institute for Responsive Education, 1975.

   Together is a handbook and resource directory about school/community collaboration. It stresses communication and planning skills as two necessary ingredients for effective collaboration.

   Although the book's emphasis is on citizens working with their local schools, the first chapter explains the federal, state, and local roles in education. It explains how citizens are entitled, by law, to attend public meetings and to obtain public information. By knowing what the government is doing, the public should then be better able to influence educational decisions through traditional means, including electing officials, supporting legislation, or bringing suit in court.

   The Resource Directory, compiled by JoAnne Lema, includes special emphasis agencies, Massachusetts agencies, and out-of-state agencies, as well as general publications and selected educational journals. It is comprehensive and easily understood.

3. Davies, Don. "The Emerging Third Force in Education." Inequality in Education, November 1973.

   This eight-page article identifies "parents and citizens" as the emerging third force -- presumably the other two are policymakers (Boards of Education) and professionals (teachers, administrators). Given some examples of the ways citizens try to involve themselves in the educational decision-making process, Davies focuses on local school councils as "the most important unit in the change process in education."

Davies, "The Emerging Third Force in Education" (Contd.)

The article provides a clear picture of why citizens are and should be involved in educational decisionmaking. Davies clearly favors a more open and democratic decisionmaking process for public education. For those interested in this notion there is sound advice on a focus for action and guidelines for helping local school councils function effectively.

4. Edelman, P.B. "Massachusetts Task Force: Advocacy For Children." Harvard Educational Review, 43:4, 1973.

The author begins with, "This essay is not about what needs to be done for children, but about tactics, ways to go about trying to change public policy as it affects children." After noting the recent rise of citizen-advocacy groups, the author describes the success story of the Task Force of the Massachusetts Advocacy Center (funded in 1972 by the Ford Foundation). The result is a case study of successful "networking." Citizen-advocacy groups are urged to:

1) develop their own staff resources. This allows their proposals to be specific and programmatic rather than ideological only and enables the group to prepare cost-impact statements. The latter can help defuse potential opposition on fiscal grounds.

2) Where a group lacks resources for its own staff, help can be obtained by contacting and inviting membership from people like school psychologists and welfare case-workers.

3) The above members would help the group engage in internal advocacy inside other institutions which are important decision-making bodies.

4) Advocacy groups should form alliances with other interested groups like welfare-rights organizations and public interest lobbies, particularly for lobbying legislative bodies like state legislatures and school boards. Members should also be invited from executive agencies like teachers and case-worker unions. These groups also lobby legislative bodies.

The author warns that these maxims are based on what worked in the Massachusetts political environment. However, the more general point about contacting-networking and the injunction not to see all public agencies and officials as a monolithic, uniformly indifferent and hostile "establishment" is extremely important.

5. Fernandez, Happy. Parents Organizing to Improve Schools. Columbia, Maryland: A Parents' Network Publication of the National Committee for Citizens in Education, 1976, $1.50.

Happy Fernandez is a parent who has been involved in Philadelphia's Parents Union for Public Schools. The short (52 pages) pamphlet she's written provides clear, well-organized, interesting and readable information about organizing

Fernandez, Parents Organizing to Improve Schools (Contd.)

parent groups from the viewpoint of a person who "knows the ropes." The strength of the booklet is that it combines valuable "how to" information with a theoretical perspective that builds a compelling argument for the right of parent involvement in school decision-making. Included is Phildelphia's Parents' Bill of Rights. This is a basic resource for staff or parents who are thinking about how to organize and train a parents' group.

6. Fox, J.C. "Functions and Responsibilities of Community-Advisory Councils." Community Education Journal, May-June 1974.

This article identifies five functions necessary and common to all community-school advisory councils. These functions are: fact-finding, planning, communication and coordination, activation of new resources, and evaluation. The first part of the article does little more than give a definition of the five functions. The second, more interesting and suggestive part, turns these functions into five corresponding responsibilities-operations. This advice, though framed in the imperative mood, remains abstract and general. The author's purpose is not to discuss the techniques or details of achieving these responsibilities but of identifying them in the first place. There is also no discussion of the make-up of community councils or their implementation. The author assumes but does not argue for the idea that councils will not only provide institutions for meaningful participation but will act as the focal points for the restoration of community spirit. His argument takes no stand on whether these are to be communitywide or neighborhood-level councils nor does it seem to make any difference whether the councils' goals are mandated by some higher authority or by the councils themselves.

This might explain the generality and abstraction of the author's discussion of the five functions. The discussion of what seem to be self-evident functions is prompted by the author's well-taken but unsubstantiated observations that: (1) most councils tend to rush over the fact-finding functions; (2) need to be more imaginative in activating new resources, i.e. church and business institutions in the community; and (3) often omit the evaluation function. Note: the latter term refers to an evaluation of the councils' own activities.

7. Gittell, Marilyn. "The Balance of Power and the Community School," in Community Control of Schools, ed. Henry M. Levin. Washington, D.C.: The Brookings Institution, 1970, pp. 115-137.

In urban school systems, as in any political system, the balance of power is determined by the distribution of the resources of power. Those who control resources (jobs, funds, social status, expertise) also control policy. School professionals use their expertise to secure greater control of jobs and funds. The movement for reform of urban schools through community control is an attempt to achieve a new balance of power. Community groups are now competing with professionals for control of power resources and a larger share in the decision-making process. The major

Gittell, "The Balance of Power and the Community School" (Contd.)

obstacle to achieving this new balance of power is generally a small group in a centralized system determined to maintain what power it has.

Community participation and control is not necessarily fulfilled by creating a local school board chosen at local elections, with some power delegated to it. The philosophical basis for community control is commitment to a process allowing new elements in the system to organize and influence policy and to achieve institutional change more easily. The community school concept demands continual involvement of people, particularly parents. If mechanisms and procedures to insure this are not built into the system, the distribution of power will be narrow and close. Any plan for urban school reform should allow for breadth of participation and be sufficiently open to encourage new groups to continually emerge.

The most appropriate way to reorganize and structure the local school district might be to set broad requirements in state education law and allow local districts to determine the specific organization most appropriate to local need and character.

In local districts under community control, the board and administrator face many of the same problems as city boards and administrators in achieving a balance of power. When power is new to local boards there is often a strong desire to use it. Administratiors must be able to cope with this. As a sound working relationship gradually develops between boards and professional staff, it is essential that the boards and not the professionals hold the power. Since the aim is to secure wide participation through the community and the board, professionals must adjust to a supportive role in policy making and a shared role in administrative functions.

In these districts, the role of teachers in policy making can go beyond salary and fringe benefits. They can become vital instruments of professional policy making in a cooperative environment.

Prominent roles for city and state must necessarily be maintained in any plans for local control. The main problem lies, though, in assuring a viable local source of power to balance the larger and more professionally oriented interests. The system must contain mechanisms which will be receptive to a shifting balance of power.

Considering the length of the article (23 pages), Marilyn Gittell covers the various aspects of a complex subject quite thoroughly. She analyzes the sources of power, discusses those who hold power and how they try to maintain it, warns of the pitfalls in trying to shift the balance of power, and gives suggestions for providing for a new balance.

8. Jones, Philip and Susan Jones. Parents Unite! The Complete Guide to Shaking Up Your Children's School. © by P. and S. Jones, 1976.

This very practical handbook-guide to parent/citizen involvement suggests how parents can organize, raise funds, and concentrate their potential power. It contains practical, specific advice on how to get information

Jones, Parents Unite! (Contd.)

on schools and how to deal with the educational bureaucracy. It also describes what has been done and what can be done in specific areas (e.g. collective bargaining) of interest to parents. Topics discussed are: parents, school-community politics and educational problems; parent mobilization centers -- the "Alinsky" approach; how to run parent meetings; fund-raising and grantmanship; fact-finding and evaluation; how to talk with and decode school bureaucrats; and parent participation in evaluation.

9. May. L.J. "Community Involvement: the Detroit Experience." Community Education Journal, May-June 1974.

This short, first-hand report on Detroit's school decentralization plan was written by an involved administrator. It describes in some detail the origins, goals, and structure of that city's local school community councils. The author stresses that leadership and staff services are crucial to the smooth functioning of these councils and notes the decline in vandalism, increase in parent-teacher contacts and gains in educational achievement which resulted from establishing these councils in Detroit.

10. McLaughlin, Milbrey. Parent Involvement in Compensatory Education Programs. (The Center for Educational Policy Research Reprint Series #6; available from The Huron Institute, 119 Mt. Auburn Street, Cambridge, MA 02138; $2.50).

This reprint assumes that while the children in the lower socioeconomic bracket do less well academically, it is the home environment, and particularly the maternal teaching style which is the critical factor, not the socioeconomic status itself. There is some evidence that the parents with the most positive influence on their children's learning feel a sense of control over their own lives, take an interest in and encourage their children's learning, use home resources for learning such as magazines, books and games both for themselves and for their children, and interact in a supportive (and verbal) manner with their children.

Two models of parent involvement are:

1) Parent participation: programs which seek improved home-school relations and understanding through (a) increased parent participation in school sponsored activities or (b) parent participation in advisory groups;

2) Parent training: programs which aim at providing parents with skills specifically related to helping their own children learn.

Three successful parent participation programs described are the Learning to Learn preschool demonstration program in Jacksonville, Florida; El Rancho Unified School District in California; and the Preschool Program in Fresno, California. Although many of the specifics are different, what these program have in common are: informal meetings, often in small groups and on topics identified as of interest to parents; flexible scheduling and

McLaughlin, Parents Involvement in Compensatory Education Programs (Contd.)

babysitting services; outreach efforts, usually conducted by organized volunteer or hired community members themselves; and specific suggestions on how the parents can work with their children.

11. Parents Organize to Improve Schools, a Parents Network publication of the National Committee for Citizens in Education, Columbia, Maryland 21044; $1.50.

This handbook gives concrete suggestions for organizing and running a parent group in the school. Its bias is toward active parent involvement in school decisionmaking. The booklet is clear and concise. Its checklists and samples make its contents easily understandable. It deals with how to get together as a parent group; where to get information; uncovering the school power structure; how to identify and work with concerned staff; how to deal with school officials and what to do if they are uncooperative; how to develop leadership, plan meetings, use funds, and find resources; how to build on parents' strengths and rights.

12. Prentice, Lloyd. Words, Pictures, Media: Communication in Educational Politics. Boston: Institute for Responsive Education, 1976.

If you want to change the school in your community, or to change people's minds about a school issue, then you'll want to read and use Words, Pictures, Media. Effective public communication can help you elect a candidate, raise funds for a community center, publicize a citywide clean up day, sell out a concert, or get people involved in efforts to improve the quality of public education.

Many fine books tell you how to do the technical and creative chores of public communication. Few books explain in such simple terms how to plan a public information campaign. Lack of proper planning too often puts the citizen at a distinct disadvantage in the fierce competition for public attention. Professional advertising, public relations, and media people have many "tricks of the trade" to simplify the planning process.

Words, Pictures, Media lays out a step-by-step system to help plan and carry out public communication campaigns that really work. While the book stresses planning, many specific how-to tips are included.

13. School Community Councils -- A Stronger Voice for Citizens. Citizens' Council for Ohio Schools, 517 The Arcade, Cleveland, Ohio 44114; single copies, 30¢.

This report proposes that school community councils be established at local schools. Parents would compose a majority of the council, although membership would include other citizens, teachers, and students. The principal would be an ex-officio member.

These councils are viewed as a way to decentralize authority to the building level. It is hoped that School Boards would delegate some of their respon-

School Community Councils (Contd.)

sibilities to the local councils and would carefully consider the councils' recommendations. The purpose of this plan is both to make the School Board more effective and to allow parents more direct input into local school affairs.

The article recognizes that to be effective a council must have leadership, training, and support from the principal. It must also have the authority to become involved in all aspects of school functioning.

14. Wilson, Gary B. Parents and Teachers: Humanistic Educational Techniques to Facilitate Communication Between Parents and Staff of Education Programs. Atlanta: Humanics Press, 1974.

School councils often feel the need for better communication with school personnel. This workbook presents a series of training exercises based on adult learning theory for improving communication. There is a glossary of training terms and a clear presentation of information about the way adults learn. The exercises themselves are described by statements about the purpose, setting, time needed to do the exercises, handouts, and instructions about how to do it. "Notes to the Trainer" offer advice about special needs and problems which may arise in each exercise.

SECTION THREE

RESOURCES FOR COUNCIL DEVELOPMENT

This section focuses on the process of how council members can learn skills and share information about three issues: the process and content of education, council organization, and school related issues.

An effective council is one where members know what the issues are, set goals and priorities, make decisions, and solve problems in a group in order to plan and take effective action. An effective council doesn't fall apart when a leader is lost, because other members in the group have developed the commitment, knowledge and skills to continue to work toward the group's goals. Effective school councils need to spend time and resources acquiring information and skills that make improving the schools a process that can be sustained over time.

The effectiveness of a school council is improved when its members have some of the following skills:

1. Process skills -- knowing something about group planning, decisionmaking, and problem solving.
2. Resource/survival skills -- knowing something about public relations, community organizing, fund raising, negotiating, and use of non-school resources.
3. Issue resolution skills -- knowing how to gather relevant information on issues and policy questions.
4. Leadership skills -- how to organize, mobilize, and provide direction for members of a group. Leadership also involves developing leadership skills in others.
5. Interpersonal skills -- sensitivity to the individual needs and concerns of parents and not just the concerns of a majority of members.
6. Conflict resolution skills -- the ability to articulate and work through conflicts so that the group is not fragmented by unresolved differences.

There are three major ways a council can develop necessary knowledge and skills:

1. Using the self-help approach to tap the expertise of its own members;
2. Participating in workshops, seminars, courses, etc., led by resource people who are not group members who have the needed expertise; and
3. Participating in meetings, conferences and other formal and informal events where there are parents and other concerned, knowledgeable people who have an investment in common issues.

These three areas may be summarized by the terms: self-help, training, and outside resource and support systems.

Self-Help: Planning a Learning Strategy for Councils

The changes and controversies in educational philosophy and policy that are characteristic of today's education scene require that a school council keep its members aware of new trends as well as on-going school system practices and policies. When people become involved in councils, they are operating in a new world with a new language and a new set of requirements and constraints. Also, council membership often requires the development of new sets of skills in communication and group problem solving, decisionmaking and planning. Given that all people have different learning styles, different time available for learning, and different motivations to learn, how can a council make sure that its members learn what they need to play a more effective role in improving schools?

The group might begin by having a small group (maybe the beginnings of a training committee) analyze learning needs in terms of the following questions:

1. What information must council members have in order to be effective?
2. What skills (process, survival, issue resolution, interpersonal, leadership) should council members have in order to participate effectively?
3. What knowledge and skills (planning, goal setting, problem solving, decisionmaking) should the council have as a whole?
4. What special information or skill does the council need which is not necessary for every member to have? Who might learn these things?

Analysis of the group's response to these questions will provide clues about the kinds of skills and information that should be priorities for group learning. Other kinds of information and skills may be more suitably learned through specialized workshops and conferences for those members who have a strong interest in specialized topics. What is important is that the council should determine which skills and information are its highest priorities and should use council resources to meet those needs in ways that are most practical. Plans based on strategies can be developed for the following group learning needs:

1. Orientation to the council and to school system policies, practices, personalities, and issues.
2. Leadership development in the areas of communication, problem solving, decisionmaking, planning.
3. Special issue awareness and skill development in relation to major issues that the council is trying to "win" with school administrators (e.g. community participation in teacher evaluation).

Training

Events such as initial orientation for new council members, leadership skill development sessions, and special issue training can be scheduled throughout the council's program year as part of its schedule for decisionmaking and policy development.

Workshops and national conferences as well as planned access to specialized materials can motivate and support learning by individual council members. In this way, a few group members can become experts on issues such as school budgeting, teacher evaluation, and accountability, and could keep the total membership informed about trends as well as acting as resources for council policy development. Sharing the work by encouraging the development of different kinds of expertise in individual members will help the council accomplish its goals without burning out the entire membership with an information overload.

Learning skills often seems like a frill, a nicety but not a necessity, when the council is involved in a controversial issue. It might not seem necessary if little is happening or if there is little conflict between the council and school administrators. What often happens is that in the heat of the battle or from the depths of boredom, somebody suggests that if the council knew how to do X better, the council might get better results. It is at that point that people will usually set aside time to acquire skills. This suggests that:

1. The best time to plan learning activities is when the council recognizes that it will be working on a problem or making a decision for which it needs more information or which requires using skills that the council hasn't developed.

2. Any kind of training, whether it is an information-oriented session for new members or a skill development effort for the budget committee, should be planned with the people who will be learning by asking the question: "What is to be accomplished as a result of training?"

3. A learning program with an information emphasis should allow opportunities to practice using the information. The typical pattern for effective adult learning includes initial presentation of the concepts or skills, practice, discussion, and planning for future use. Experience with the new information or skill is the critical factor which results in learning. If someone understands how or why to use it, then they will want to learn it. Learning by working on case studies, role plays, simulations, and other forms of learning-by-doing also gives people the opportunity to apply their life experience to the issue being addressed and helps them see how this particular piece of information or skill connects with other factors in the experience as school council members.

4. This type of a learning program should not be planned by "experts" without substantial and active participation of council members. Group members will be less likely to attend or be fully involved in the program if they did not help to define the goals and plan activities. Feelings of "ownership" make a big difference in the commitment that people demonstrate. Another reason for including learners in the planning of their program is that they know best what the critical needs are, the styles and preferences of group members, and other kinds of information that an outsider would have a difficult time knowing.

Outside Resources and Support Systems

While councils have enormous potential in the talents, commitments, and experience of their own members, there is often a need for outside assistance. This assistance takes the form of funds, outside expertise, and resource sharing with other interested groups.

School councils, even those without any independent budgets, can often draw upon the services and materials of the school system or of other citizen organizations. Even so there is never enough money to do everything that needs to be done. One reason for this resource guide is to direct council members to groups and organizations which can provide assistance. In addition, many of the listings in the annotated bibliography can be obtained at nominal cost.

Outside Help: Consultants. In some cases, councils will have developed enough expertise and skill to use their own members as teachers, especially in the case of orienting new members to the history, role, and responsibilities of the council. In other cases, the council will probably benefit from using an outsider (someone who is not directly involved in the council) who is an expert on the topic, council, or school system. An outsider is especially useful when the learning goal is skill development for problem solving or decision making around a controversial issue. An outsider (or "third party consultant," in the language of the training world), can plan exercises and lead the group in skill development without becoming involved in debating the issue at hand. Also, the neutral status of the third party consultation role creates safety for participants. They feel that the leader doesn't have a special agenda related to the goals of the administration or council leadership, and they feel free to express their viewpoints without fear of being exposed or of having their ideas used against them.

In general, of course, the process and the qualifications for outside expertise will depend on the particular council -- its needs and resources. However, one potential source of third party consultants or facilitators is other groups inside and outside of the school system with similar experiences and commitments. These can be called the councils' external support network.

Support Networks. Councils could develop relations with agencies, organizations, institutions, and people with similar interests.

The most obvious examples are, of course, associations of school personnel. Others are the school board and existing parent groups like the PTA. However, a similar development of ties with groups who have resources or expertise outside the school is an important way to expand the council's often skimpy resources. Some examples of these other groups are human service agencies, advocacy groups, information and referral centers, social welfare agencies, grassroots neighborhood associations, civic associations, community development corporations, and Leagues of Women Voters.

A support network with these groups can't replace the resources, i.e. independent budget and staff that a council needs to function effectively, but it can begin to fill the gaps in access to knowledge, resources, and policymakin

For example:

1. In Cambridge, Massachusetts a small group of parents of pre-school children, dissatisfied with the existing range of educational options, met for over a year to develop a philosophy and program combining the best of the "open" and traditional approaches to education. Their presentation of this issue to the local school board was met by a suggestion for further development accompanied by a $2,000 planning grant. This grant was used by the parent group to hire three educators who helped them to prepare a more developed and detailed proposal. It also served as a catalyst. The parent group was able to obtain help from the Cambridge Civic Association and other local agencies.

   After six months of work, a detailed proposal was presented to the school board. It was approved and the Alternative Public School was established in 1971. That school continues to operate according to the goals and programs established by the parent group and has served as a model for the development of similar programs in Cambridge.

2. In Boston, a Federal court-ordered desegregation plan also mandated a system of councils. Charged with overseeing the implementation of the desegregation plan, these councils found themselves, initially, with few resources and little support. This gap was filled by assistance from the City-Wide Educational Coalition, a citizen initiated organization. The Coalition provided councils with orientation workshops, technical assistance, and community organizers for membership training and recruitment. It also helped evaluate the councils' role in the selection of principals.

3. The Citizens Information Service of Illinois, a project of the League of Women Voters, provided training programs for members of Chicago's school councils and assisted with follow-up evaluations. Such collaboration led to foundation and government grants, resources not normally available to councils.

All of this suggests that community and civic organizations are an untapped resource for councils. They can provide: (1) access to information; (2) training; (3) a broad base of community support in establishing the council as a legitimate vehicle of citizen participation; and (4) access to a network of decisionmakers and other organizations. In fact, many of the state and national groups listed in our Organization Directory can refer councils to other groups and sources of assistance.

At every level, private, voluntary citizen-initiated organizations and mandated school councils should not be seen as mutually exclusive avenues for citizen participation. Partnership is nurtured by mutually supportive relationships between councils, citizen organizations, and education policy makers.

Even if there are no immediate areas of common concern or action it would be useful to begin to develop ties by exchanging newsletters, sending representatives to each other's meetings, or meeting or speaking informally on a regular basis. Trading resources and skills on a more-or-less regular basis will avoid duplicating expensive resources.

This report, its Organization Directory, and annotated bibliography, are just one example of this process of information exchange and referral. Its intent is not to provide a definitive recipe for success. Our review of these issues is designed to highlight some of the issues, obvious and not so obvious, in the area of councils' resource development.

Many of these issues are discussed in some detail in the publications, handbooks, case-studies, and resource guides listed below.

SELECTED READINGS

15. Azarnoff, Roy. "A New Model for Working with School-Community Councils." NASSP Bulletin, January 1974.

This article is well written and moves from a general discussion of participation in school systems to a detailed description of specific models. The author suggests intiating a growth model of participation where both parents and educators assess the needs of the school community without laying blame. After the needs assessment, goals for the school can be collectively determined.

> A broad statement of needs also facilitates the development of groups which can work toward specific goals related to their interests. As consensus is achieved, priorities can come into clearer focus and trust can increase. More individuals can be brought in and the growth cycle expanded. When a group can shift from its stated problem of trying to change a "traditional system which is failing to educate children," to an assessment which indicates that "a variety of educational styles are needed so that each child may be educated in a way that suits the child and the parents," a consensus can be developed that an alternative school (school-within-a-school) should be established.

If goal definition results in conflict then at least the groundwork for working toward a solution is laid, and the situation less emotionally charged with "two sides," the school on one side and the parents on the other.

16. Buskin, Martin. Parent Power: A Candid Handbook for Dealing with Your Child's School. New York: Walker and Co., 1975.

This book is not half as militant as its title. It is also not really a handbook in the specific step-by-step sense. Only Chapter VII discusses tactics and strategies of citizen involvement from the author's experience as an education editor for Newsday -- a suburban, Long Island newspaper. Chapter VIII describes a "day-in-the-life-of" a junior high school, an elementary school, and a school board. The cases, illustrations, issues, and advice all relate specifically to suburban schools and parents. Topics discussed are curriculum innovation, standardized testing, special education, citizen committees, and tactics and strategies for parent involvement. Chapter X, "Where to Get More Information," includes a selected list (annotated) of parent-directed publications and lists and describes national citizen/parent advocacy organizations.

17. Davies, Don (ed). Schools Where Parents Make A Difference. Boston: Institute for Responsive Education, 1976.

This collection of eleven case studies demonstrates that parents, working with school people, can make a difference in the schools which their children attend.

These cases are not all success stories. In some cases it was an uphill

Davies, Schools Where Parents Make A Difference (Contd.)

struggle; other parents found it easier to gain a foothold. The book was written by educational journalists and is not cluttered with scientific data. It is interesting reading and captures the flavor of these diverse communities which have little more in common than a desire to work with the schools toward improving education. This flavor of the people and their personalities makes the book dramatic, convincing the reader that determination, with or without sophisticated skills, can effect change.

18. Ingalls, John D. A Trainer's Guide to Andragogy: It's Concepts, Experience, and Application. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1973. (available from the U.S. Government Printing Office)

Andragogy is jargon for adult learning, as distinct from child learning (pedagogy). This guide gives detailed information about planning and leading learning experiences for adults using a model that places more responsibility on the learner than the traditional, teacher-centered lecture/reading/exam model that most of us associate with learning. The guide sometimes uses language that is too specialized, but the basic ideas and strategies for helping adults learn are clearly expressed. This is a good resource for trainers of parent groups or for members of the training committee.

19. Kuykendall, Crystal. Developing Leadership for Parent/Citizen Groups. Columbia, Maryland: A Parents' Network Publication of the National Committee for Citizens in Education, 1976.

This is a companion to Parents Organizing to Improve Schools in that it provides specific information about the most important task to be tackled after establishing a group--developing leadership skills for a large proportion of the membership. It is useful to groups that are thinking about training because it clearly spells out standards for leadership and group effectiveness. It includes a self-administered leadership quiz that would be helpful to individual group members as a way of identifying strengths and weaknesses that have implications for what needs to be learned. Like most NCCE publications, this pamphlet is readable, well-organized and valuable to parents' groups because it points out the kinds of problems and issues that must be addressed. Useful for planning and conducting training.

20. Huenefeld, John. The Community Activist's Handbook: A Guide for Citizen Leaders and Planners. Boston: Beacon Press, 1970.

This general guide to organizing citizens for action contains ideas about leadership development. John Huenfeld has written a personal and anecdotal guide that focuses on fundamental mechanics and strategies for leading a group to effective action. His model implies that only a few people (or possibly only one person) have leadership responsibilities in a group, but

Huenefeld, The Community Activist's Handbook (Contd.)

his concrete ideas about how to build commitment, publicize group activities, and conduct an interesting meeting are very useful.

21. Pavloff, Gerald and Wilson, Gary. Adult Involvement in Child Development for Staff and Parents. (Available from Humanics Associates, 881 Peachtree Street, N.E., Atlanta, GA 30309)

This simple, engaging workbook is directed toward Parent Coordinators for the Head Start Program. The manual's suggestions are based on three principles:

1) Parents care about their children. They will participate when they believe they are helping their children or learning something which they believe will help them be better parents.

2) Parents care about their Child Development Centers and want them to continue. Parents will participate if they believe that their participation will make a difference to the Center. Telling them that it makes a difference does not cause them to believe it. They must feel it.

3) Parents are adults. They do not like to sit around in meetings if they don't think they are being useful, if they don't think they can contribute, if they are uncomfortable physically or emotionally, and if they think they are being treated like children. They do not want to participate in "token" meetings. Telling them they are useful or can contribute, for example, will make no difference. They must feel it, believe it, and see it come true.

Three basic factors for a successful program are: 1) Parent involvement starts with child-centered issues. When parents sense their influence as a group, they will be ready to move into broader policy and community issues. 2) Small groups, comfortable surroundings, and flexible but meaningful meeting formats encourage particiption. 3) A parent involvement program needs support by administrators and teachers. The staff need orientation and training sessions to understand the benefits of parent involvement and their role in the program.

22. Peterson, Terrance. A Curriculum to Assist Parents to Become Advocates for Improved Title I ESEA Programs. Columbia, South Carolina: American Friends Service Committee, 1972. (ERIC ED 081 876)

Terrance Peterson has written a comprehensive curriculum guide that describes solution requirements, objectives and activities designed to increase the skills and self confidence of parents involved in Title I programs. It is useful for professionals working with different types of citizen-based groups who want ideas about action-oriented training activities. The focus of his training design is to help parents become more active in seeking program improvements. It has been planned to

Peterson, A Curriculum to Asist Parents to Become Advocates (Contd.)

help parents learn how to do things as well as to provide information about the program and change strategies. The action-oriented model he describes involves group problem-solving and decisionmaking.

23. Rawitsch, Don. Study of Participation in Governance by Representative Groups in Southeast Alternatives. Minneapolis: Minneapolis Public Schools, Southeast Alternatives Program, 1974. (ERIC ED 097 771)

This well-written report documents the effectiveness of the Southeast Alternatives Program. It provides an overview of how issues are handled by school/community groups and a comparison of how issues are handled by groups that have implemented different kinds of decisionmaking models in the same system. The report advocates policy/advisory groups for decentralization and the development of experimental school projects.

The report was written for the board of education and top school administrators who were evaluating the Southeast Alternatives Program; however it is of interest to citizens who have an interest in alternative education and parent involvement. The report describes five schools which represent five different educational views. Each advisory group is analyzed according to its purpose, history, and structure. Rawitsch illustrates the benefits and difficulties of increasing citizen participation in the governing process -- making decisions that directly affect the fate of other people. An important finding was that advisory/policy groups spent most of their time planning programs and developing implementation procedures and less time on budget and personnel issues.

24. So, You're on a Committee. Community Action Training Institute, Trenton, New Jersey (no author or publication date).

More useful "how to" ideas about working with small groups, this short guide includes a checklist that is helpful in evaluating committee operation and effectiveness. Order from: New Jersey Community Action Training, P.O. Box 2446, Trenton, NJ 08608.

25. Training Volunteer Leaders, A Handbook to Train Volunteers and Other Leaders of Program Groups. New York: Research and Development Division, National Council of Young Men's Christian Associations, 1974.

The YMCA has published a "cookbook" of leadership development exercises in a clear and useful format. The first chapter provides a list of competencies -- knowledge, skills, and attitudes -- needed to function effectively as a group leader. The bulk of the handbook provides understandable theory about each competency, clear directions for group learning activities and suggestions about additional resources. The handbook is a useful resource for groups that want to learn about and practice experimental learning techniques. The handbook has been designed in a looseleaf format so that pages can be removed easily for photocopying, etc.

Huenefeld, The Community Activist's Handbook (Contd.)

his concrete ideas about how to build commitment, publicize group activities, and conduct an interesting meeting are very useful.

21. Pavloff, Gerald and Wilson, Gary. Adult Involvement in Child Development for Staff and Parents. (Available from Humanics Associates, 881 Peachtree Street, N.E., Atlanta, GA 30309)

This simple, engaging workbook is directed toward Parent Coordinators for the Head Start Program. The manual's suggestions are based on three principles:

1) Parents care about their children. They will participate when they believe they are helping their children or learning something which they believe will help them be better parents.

2) Parents care about their Child Development Centers and want them to continue. Parents will participate if they believe that their participation will make a difference to the Center. Telling them that it makes a difference does not cause them to believe it. They must feel it.

3) Parents are adults. They do not like to sit around in meetings if they don't think they are being useful, if they don't think they can contribute, if they are uncomfortable physically or emotionally, and if they think they are being treated like children. They do not want to participate in "token" meetings. Telling them they are useful or can contribute, for example, will make no difference. They must feel it, believe it, and see it come true.

Three basic factors for a successful program are: 1) Parent involvement starts with child-centered issues. When parents sense their influence as a group, they will be ready to move into broader policy and community issues. 2) Small groups, comfortable surroundings, and flexible but meaningful meeting formats encourage particiption. 3) A parent involvement program needs support by administrators and teachers. The staff need orientation and training sessions to understand the benefits of parent involvement and their role in the program.

22. Peterson, Terrance. A Curriculum to Assist Parents to Become Advocates for Improved Title I ESEA Programs. Columbia, South Carolina: American Friends Service Committee, 1972. (ERIC ED 081 876)

Terrance Peterson has written a comprehensive curriculum guide that describes solution requirements, objectives and activities designed to increase the skills and self confidence of parents involved in Title I programs. It is useful for professionals working with different types of citizen-based groups who want ideas about action-oriented training activities. The focus of his training design is to help parents become more active in seeking program improvements. It has been planned to

Peterson, A Curriculum to Asist Parents to Become Advocates (Contd.)

help parents learn how to do things as well as to provide information about the program and change strategies. The action-oriented model he describes involves group problem-solving and decisionmaking.

23. Rawitsch, Don. Study of Participation in Governance by Representative Groups in Southeast Alternatives. Minneapolis: Minneapolis Public Schools, Southeast Alternatives Program, 1974. (ERIC ED 097 771)

This well-written report documents the effectiveness of the Southeast Alternatives Program. It provides an overview of how issues are handled by school/community groups and a comparison of how issues are handled by groups that have implemented different kinds of decisionmaking models in the same system. The report advocates policy/advisory groups for decentralization and the development of experimental school projects.

The report was written for the board of education and top school administrators who were evaluating the Southeast Alternatives Program; however it is of interest to citizens who have an interest in alternative education and parent involvement. The report describes five schools which represent five different educational views. Each advisory group is analyzed according to its purpose, history, and structure. Rawitsch illustrates the benefits and difficulties of increasing citizen participation in the governing process -- making decisions that directly affect the fate of other people. An important finding was that advisory/policy groups spent most of their time planning programs and developing implementation procedures and less time on budget and personnel issues.

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SECTION FOUR

INFORMATION RESOURCES

Introduction

In order for councils to make sound decisions and recommendations, they must have good information. The following chapter is designed to help school councils identify the best ways to find out about educational policies, practices, programs, decisions, and alternatives.

Information about education is probably the most widely available in the country. Education is a 100 billion dollar business (and the principal activity of one-third of the nation), and every community devotes a large share of its tax resources to this business. All state departments of education and even the smallest school systems have access to current information about issues in education.

Most public libraries have extensive collections of educational books and periodicals. What they don't have, they can often get through inter-library loan programs. Every state has public and private colleges of education with specialized libraries which are usually available to the public.

The major focus in this section is on printed resources for learning about educational issues, but it is important to remember that a school council will also need information from other people in the school community. An information gathering strategy should include both "the facts," and the information about the political atmosphere in which schools operate -- information available only through people working in and with the schools.

The following resources represent major institutions and sources available to most citizen groups. Some are located outside the school system, such as public libraries, legislative committees, education consultants, materials gathered by other groups, the Yellow Pages, etc. Some in-system resources include school board members and their support staffs; planning, personnel, business, and public relations departments of school systems; and teacher resource centers, media centers, and curriculum resource centers.

Public Libraries

Most urban libraries have resources such as the ERIC collection,* Education Index,* and Current Index to Journals in Education.* The reference librarian has information about inter-library loan agreements and about resources in other libraries.

Public libraries specialize in identifying, collecting, organizing, and distributing information, including information about community activities and events. Most urban libraries have adult services librarians with knowledge of agencies, organizations, and community projects and services. In small library systems, a director or some other staff member assumes this function.

College and University Libraries

Colleges and universities with programs in education are the best sources of large, up-to-date collections of education-related materials. In addition to extensive book and periodical collections, most university libraries have ERIC systems, education encyclopedias, specialized indexes to education materials, and a collection of dissertations written by candidates for master's degrees and doctorates in education. Schools of Education often have specialized libraries with extensive collections of curriculum materials. University Media Centers are stocked with films, film strips, film catalogues, and equipment which may be available on loan.

Access to a university library can sometimes be arranged through the public services librarian or the director of the library. University libraries also participate in inter-library loan programs and can obtain specialized materials.

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* See pages 41-42 for an explanation of these resources.

Professional Libraries, State Departments of Education

Most state departments of education are responsible for information-gathering and staff development. Their libraries are organized principally for use by staff members, but are usually open to the public by arrangement.

State department of education libraries usually have materials such as curriculum guides, proposals, special program guides, and summaries of legislation and program regulations collected from school systems across the state. Many states operate an information and referral service for the public as part of their information dissemination program. This service can sometimes provide names of people to speak with as well as information about sources of written materials. State departments of education may publish materials on a low-cost or no-charge basis for the public. The person to contact is usually a public information officer or bureau of educational services director. The name of the service varies, but all states have such a resource.

Other Information Resources

Much of the information that is published is out of date by the time it's out. The field of education is no exception; frequent unplanned changes in politics, curriculum, personalities, budgets, legislation, and regulation is normal. Information published in journals and books is usually at least six months old by the time it's published.

The best sources of up-to-date information are newspaper reports, unpublished reports, documents, flyers, position papers, school board minutes, and limited distribution materials such as a superintendent's newsletter. These information resources, while sometimes lacking in careful analysis, are the best sources of up-to-date information regarding people, policies, and practices in a local school system.

Sometimes this material comes only from a school board member, a friendly teacher or administrator, a teacher resource center, a sympathetic legislator, city councilman or city administrator, or the superintendent's office. In many cases this information is considered "public information" and will be freely distributed, or at least not withheld from interested citizens. The departments of budget, business, planning, personnel, and public information in school systems are good sources of this "public information."

There are times when councils will have difficulty obtaining information -- federal or state funding guidelines, for example, and evaluation reports, proposals, and other information about the school system. In most cases, documents such as these are legally available to the public, and public access to them is protected by the federal Freedom of Information Act or by the states' public records laws. The Attorney General's office in each state has information about the public records laws in that state. Local school administrators are bound by law to provide facts and information about federally funded programs in each school (Title I, ESEA, school breakfast and lunch programs, for example) to the public.

Requests for information about specific federal programs should be made in writing to local school officials, backed up with citations from the public records law assuring public access to this information. If local school officials fail to respond within a reasonable length of time, the council can contact the Public Information Office, Office of Education, Department of Health, Education, and Welfare, Washington, D.C. The council should send a letter documenting the request (with a copy of the letter to the school official), and the official's reply.

The same procedure should be followed when a council seeks information about school programs with state or local funding. The request should be in writing, with a reasonable deadline for a response, and should cite the state public records law legitimizing the request. The request should name the title of the document, and should include a request for any other documents relating to the subject.

While writing requests and waiting for replies, alternative sources of information can be explored. Program guidelines, proposals, and evaluation reports are often available for the state or federal agencies which provided funding for the school programs. Information about federal program guidelines and funding allocations can often be found in the Federal Register.

The Information Gathering Process

The action-research materials published by the Institute for Responsive Education (a five book set called Factual Politics) were developed to help citizen groups organize around fact finding. These books spell out the process of designing an information-gathering strategy at the same time that the group builds its own organization. By the time the group has determined its area of inquiry, gathered information from a variety of sources, analyzed the information, and developed proposals for change, it has become a strong force for moving its proposals from recommendations into policy. The Factual Politics books are annotated at the end of this chapter.

Fact-finding has two important purposes. It helps the council determine the range of options and decide on the best course of action for its particular school and community. It also builds a case for later proposals. It is important, therefore, to record in detail all the sources of information for later reference. The names of authors, publishers, publication dates, and page numbers should be recorded, as well as names, titles, dates of conversations, and addresses of people from whom council members gather opinions and statements. The information gathering process is very similar to any academic research project; it will be most valuable and convincing if carefully referenced and conducted in an orderly, systematic way.

Selected Research Resources

The amount of information about education is almost overwhelming. In preparing the following list of standard research resources, we have attempted to choose the most important, widely available, and understandable resources. Most are available in larger libraries, university libraries, or through interlibrary loans.

Dictionaries, Encyclopedias. Dictionaries and encyclopedias provide the most basic background information which may lead to other sources of material on the subject. They are sometimes a good starting point.

Dictionary of Education. Edited by Carter V. Good and Winifred F. Merkel. 3rd Edition. New York, McGraw Hill Book Co., 1973.

This major reference is a good resource for understanding educational jargon or specialized terms. It was financed by Phi Delta Kappa, the education fraternity, which has consistently produced clear, reliable materials for the general public. Based on a thorough analysis of words used in all types of current education literature, the dictionary contains over 33,000 entries and incorporates words used in related fields such as sociology, statistics, and psychology. Definitions are clear and precise.

Encyclopedia of Education, Edited by Lee C. Desighton, et al. New York, MacMillan and Free Press, 1971. 10 volumes.

This readable, well organized encyclopedia is a good starting point for information on education topics (as opposed to information about institutions or people). Most articles provide current, comprehensive information. A yearly supplement, Education Yearbook, provides up-to-date information in the form of articles on current issues in education, statistics, a glossary, biographical information on educational administrators and policy makers, and highlights of the year's major education news.

Abstracts, Journal Indexes. These tools provide access to current materials available in journals, books, monographs, papers, and other published and unpublished documents. They're a major resource. Periodicals consist of alphabetized lists of subjects, names, and names of journals and magazines for each topic entered in the index. Information usually includes the name of the article, name of the journal, volume number, date, and page numbers of the article. Abstract journals provide summaries of articles or books as well as bibliographic information. These summaries make it easy for readers to decide whether or not the article will be useful to their research. The indexes and abstract journals listed below cover the following kinds of printed materials: books, dissertations, government documents, convention papers, pamphlets, periodical articles, and research projects.

Current Index to Journals in Education (CIJE), New York: MacMillan Informal - A Division of MacMillan Publishing, 1968 - Monthly, semiannual cumulations, index.

This resource has indexes and abstracts for more than 750 education and education-related journals. The selection and abstracting of materials contained in CIJE is performed at ERIC clearinghouses and at Central ERIC (see information about ERIC system below), and includes a subject index, author index, and a source journal index that lists the names and addresses of publishers of periodicals and the cost of subscriptions or single issues. The last feature is useful to readers because some of the journals indexed are difficult to obtain in libraries. CIJE is useful to those doing in-depth research on a specific topic; otherwise, it may be too specialized for the general reader. This index is usually available in university and large urban libraries; other libraries often judge it to be too specialized for general use. It's worth using if you want extremely comprehensive, current information about your topic and if you have the time and money to write for some of the more obscure journals.

Education Index, Bronx, New York: H.W. Wilson, 1932 - 10 issues/year, including cumulations and annual volume.

This is the basic index to journals and periodicals which are widely available in the field of education. Journals included were selected by subscriber and user vote on their subject balance and reference value. The Book Review section, a combined author and subject indexing system, and the current and accessible nature of the information it provides make the Education Index a valuable resource. The Index is widely available in public and university libraries.

ERIC (Education Resources Information Center), National Institute of Education, Washington, D.C. (see Appendix A).

ERIC is a national bibliographic network that organizes and disseminates educational information by publishing materials in microfiche and by indexing materials in Resources in Education (RIE). ERIC materials are also indexed in CIJE. It provides access to unpublished documents, journal articles, and books, as well as microfilmed copies of entire articles which may be copied, if copying equipment is available.

ERIC operates out of the National Institute of Education but has a number of branch locations in different institutions throughout the country. The total system consists of a number of clearinghouses, a central coordinating body, and a variety of distribution channels. The bulk of ERIC's work in acquiring, evaluating, and abstracting the materials listed each month in RIE and CIJE takes place in the clearinghouses, which specialize in 16 subject categories related to education. Services available from clearinghouses include specialty bibliographies, newsletters, research summaries, and computer searches. There are approximately 600 complete ERIC microfiche collections throughout the world, the majority in the United States. Major public libraries and university libraries have ERIC collections. (A directory of ERIC Microfiche Collections by geographic locations is available on a no-cost basis from: ERIC, 388 Rugby Avenue, Bethesda, MD 20014).

Uncopywrited materials that are included in the ERIC system can be ordered in microfiche or paper (hard copy is the term used by ERIC) from:

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corp.
P.O. Box 190
Arlington, VA 22210

Specific costs for copies of each ERIC entry are listed in the bibliography and abstracts that precede the document itself on the microfiche. Libraries with ERIC collections often have printout capability to reproduce pages of the document at a low cost; however, the EDRS cost for the document is often less than the cost of using a microfiche printer for a large number of copies. In the bibliography in this resource book, we have included ERIC classification numbers for entries whenever possible.

Federal Register. National Archives and Records Service, Washington, D.C., U.S. Government Printing Office, 1936.

Detailed information about the process of federal policy development and current information on proposed federal regulations and programs is available in this publication. It includes full texts of federal regulations, executive orders, proclamations, guidelines, proposed and adopted rules, and other kinds of notices. The Federal Register is published Monday through Friday and is available in most libraries. Although this publication is sometimes difficult to read because of its legal or technical language and lack of a cumulative index (making it ncessary to skim tables of contents of individual documents) it is the best source of current information regarding education-related policy decisions and proposals at the federal level.

Readers Guide to Periodical Literature, Bronx, New York: H.W. Wilson, 1900 -

This publication is an index to popular, widely available periodicals and is standard reference in all libraries with a periodical collection. Although specialized material is best found in education journals, periodicals indexed in the Reader's Guide often contain easy-to-read articles describing current issues in education. It might be useful to identify introductory-level materials appropriate to a wide audience or for obtaining background information on an education topic.

Resources in Education (RIE), Washington, D.C. U.S. Department of Health, Education and Welfare, National Institute of Education, Educational Resources Information Center (ERIC), 1966 - . Monthly.

RIE is the monthly abstracting service of the ERIC system. Reports are arranged by the ERIC clearinghouse and then assigned educational document numbers in the ERIC system. Materials are then made available on a monthly basis in microfiche form. Materials in RIE are indexed by author or institution and by subject descriptions. This is a basic tool for using the ERIC system and a tool for reviewing current education literature in abstract form on a monthly basis. RIE is more widely available than the other ERIC index, Current Index to Journals in Education.

Selected Publications on Information Gathering

The following publications are included here to provide more detail about how to plan an information-gathering and action-research project on educational issues.

SELECTED READINGS

26. Burges, Bill. Facts and Figures: A Layman's Guide to Conducting Surveys. Boston: Institute for Responsive Education, 1976.

Facts and Figures is a guide to how surveys can be used to gather information and to raise public consciousness about school issues at the same time. It explains how groups can use non-technical survey methodologies and the best methods to use for a variety of purposes. It contains examples, anecdotes, and guides. Chapter I explains how to define problems, find the best way to get needed information, construct questionnaires, use sampling techniques, and organize, train, and supervise volunteer interviewers. Chapter II is a training manual for conducting interviews, covering the topics of establishing rapport, being impartial, recording comments accurately, asking questions, probing, and controlling the quality of data. Chapter III is a series of action-research case studies in which a survey method was employed for students evaluating high school courses, a needs assessment by the elderly, a parent survey of parent participation, a study of educational alternatives in an urban center, and a school council's evaluation of decreased enrollment.

27. Burges, Bill. Facts For a Change: Citizen Action-Research for Better Schools. Boston: Institute for Responsive Education, 1976.

Facts For a Change is designed to help local citizen groups, school officials, and non-professionals in educational decisionmaking. Using the action-research method of organizing and fact-finding helps groups think clearly about an issue and find the resources they need to develop clear proposals for change. Groups will learn to evaluate problems, gather information, analyze data, propose realistic solutions, and act collectively to implement their proposals.

Chapter One discusses organizing around a workable, researchable issue. Chapter Two is a step-by-step program of action research for gathering information and attitudes. Using knowledge as leverage for change and organizing on a long-term basis is the focus of Chapter Three. The three main chapters are followed by a 20-page annotated Resource Directory and a set of 30 action-research aids, designed to help groups and their action-research projects over potential rough spots.

28. Burges, Bill. You Can Look It Up: Finding Educational Documents. Boston: Institute for Responsive Education, 1976.

Bill Burges has written a short, clear guide to finding education related materials for citizens doing action-research on school problems. In addition to describing sources of information and types of resources, he provides useful guidelines for prescreening the literature to save time and to identify the materials best suited to your purpose.

29. Ferreira, Joseph and Bill Burges. Collecting Evidence: A Layman's Guide to Participant Observation. Boston: Institute for Responsive Education, 1976.

Participant observation is a technique for information gathering used by journalists and others who want more information about schools than is

Ferreira and Burges, Collecting Evidence. (Contd.)

available by looking at test scores. It is a technique for observing the full range of activities and impressions surrounding any situation -- the form and the content. It is an aid to discovering what is happening, why it is happening, under what conditions, and what is happening that cannot be measured by conventional tools.

30. How to Research the Power Structure of Your Secondary School System, Bert Marian, David Rosen, and David Osborne, Lincoln, Nebraska: Study Committee on Undergraduate Education and the Education of Teachers, 1973. Available from: The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508.

    This manual was written for students who want to understand and influence decisions made about secondary school curriculum as well as general school policies and practices. Students need not only knowledge of a given situation but also need to know how to get that knowledge -- the critical research method. The format of the book is clear and useful. Each topic area is organized by a series of key questions and corresponding notes about where to find answers. Finding the answers to the questions in each section will provide a comprehensive picture of the personalities, policies, responsibilities, and resources needed to understanding a high school's power structure. The appendix lists and provides examples of materials that describe more information resources, including National Education Association regional offices, publications, and a sample of state code information. Parent groups will find that both the content and organization of this manual are useful to any effort to understand the power structure of any part of a local school system.

31. Woodbury, Marda. A Guide to Souces of Educational Information. Washington, D.C., Information Resources Press, 1976.

    This is a comprehensive guide written by an education librarian about where and how to find every type of information related to education. It's clearly written, well organized, easy-to-read, and contains detailed descriptions of more than 700 resources as well as information about where to locate them and how and when to use them. It also has a short but useful chapter on how to do research.

Organization Resources

There are many organizations throughout the country involved in educational issues. Most have libraries or mechanisms for responding to citizen inquiries. The following organization is most useful for citizens seeking access to federal documents:

Freedom of Information Clearinghouse
Center for the Study of Responsive Law
P.O. Box 19367
Washington, D.C. 20036

The Clearinghouse answers questions and provides a leaflet (10¢) with sample letters to federal agencies requesting specific government materials.

Another source of information, designed particularly for parents of school children, is the National Committee for Citizens in Education. They have produced a card listing parent rights in four areas, by state; a legal rights handbook for parents; and offer a toll-free telephone number for parents needing answers to questions about schools. The telephone number is 800-NET-WORK. Address is:

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044

As the first Appendix at the end of this chapter, we have included an I.R.E. Organization Directory published in September 1977. This directory includes state, regional, and national organizations who provide information to citizen groups interested in educational issues. It does not include the many local groups working at the individual school, district, or citywide level. I.R.E. is compiling another directory which will include those local groups which can respond to citizen inquiries from outside their own areas of concern.

APPENDIX B

ERIC CLEARINGHOUSES, SERVICE CENTERS

ERIC Clearinghouse on Career Education
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

ERIC Clearinghouse on Urban Education
Columbia University, Teachers College
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3780

ERIC Clearinghouse on Early Childhood Education
College of Education
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

APPENDIX B (Contd.)

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3646

ERIC Clearinghouse for Junior Colleges
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road
Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 X2182

Educational Resources Information Center (Central ERIC)
National Institute of Education
Washington, D.C. 20208
(202) 254-5555

ERIC Processing & Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

Macmillan Information
866 Third Avenue
New York, New York 10022
Telephone: (212) 935-3274

APPENDIX C

The following recommendations regarding the kinds of information that school advisory committees need to function effectively are included here to provide your group with guidelines for information gathering:

1. Data on the school system:

    a. Structure and organization of the school system
    b. Selection and recruitment standards for school personnel
    c. School budget

2. Citizen involvement in other programs such as Model Cities and Head Start, Title I, Follow Through, and Vocational/Career Education

3. The decision-making process in the school system

4. The local community as viewed socially and economically

5. Purpose and history of the program in question

6. Laws and regulations (Federal, State, and local) which affect school program(s)

7. Past evaluations of the school program

8. Future plans for the school

9. Description of the planning process, including the time schedule

10. Data concerning needs of the children

11. How children are identified for programs

12. Numbers of children and their needs

13. Priority listing of needs

14. Alternate approaches to meeting those needs

15. Other programs (Federal, State, local) which can be used to help children

16. Type and number of personnel needed

APPENDIX C (Contd.)

17. Facilities, supplies, and material available and needed

18. Budget requirements for the program

Adapted from Parental Involvement in Title I ESEA, p. 11, U.S. Government Printing Office, 1972.

SECTION FIVE

GENERAL BIBLIOGRAPHY

32. The Accountability Project: Community Evaluation of School Programs, Three Year Report of the Minneapolis Accountability Project, 1972-1975, Research and Evaluation Department, Minneapolis Public Schools, 1975.

This report summarizes the goals, membership, methods and results of a three-year, privately funded accountability effort that emphasized citizen involvement in evaluating school programs. At the time the report was published, the Board of Education had decided to finance the Accountability Project as a part of the city's school program, reinforcing its effectiveness and the commitment of the school system to citizen involvement in educational change. Other citizens'groups searching for a model will find clear, concrete examples of the project's methods for addressing school effectiveness.

The Accountability Project produced a number of reports during the three years it operated as an independent project. At the end of 1975, the School Board voted to fund the project (at a reduced budget) and to maintain the project as an independent effort with the same Advisory Board structure and membership. Other reports produced by the Accountability Project included:

Pupil Progress Reporting
The Use of Teachers' Skills
Basic Skills Programs
Curriculum Development Procedures in the Minneapolis Schools
Community Participation in the Minneapolis Schools

Evaluation reports are available from: Director of Research and Evaluation, Minneapolis Public Schools, 807 Northeast Broadway, Minneapolis, Minnesota 55413.

33. Annual Report for 1975-1976 on the Educational Accountability Accreditation and Accountability Services Unit, Colorado Department of Education, Denver, Colorado, 1977.

We've included this report in the bibliography because it provides clear, readable information about how one state is implementing its accountability program. This report was written for the governor and state legislature; however, its style and content make it suitable as a resource for the general public. It focuses on the following issues:

1. The extent to which the Educational Accountability Act is being implemented in Colorado;

2. Ways in which the Department of Education and State Accountability Advisory Committee have assisted local districts in implementing the law;

3. The extent to which the accountability process has led to program improvements and improved pupil performance;

4. An analysis of Colorado pupil performance in mathematics and reading.

34. Barrup, P.E. Financing Education in a Climate of Change. Boston: Allyn and Bacon, 1974. 360 pages.

Although the author does ultimately argue for Federal assumption of public education costs, this book, despite its title, is not about financial reform or educational innovation. A more apt but prosaic title could have been something like "Principles of Accounting for School Administration." It is a textbook for educational administrators but given its clarity and simplicity, parts of it could serve as a handbook for citizen participants.

The book has three themes. Roughly, the first four chapters outline the "problem" -- the inadequate, inequitable tax base used in school financing. The middle chapters, five through nine, deal with the role of local communities, courts, and state and federal governments. These first nine chapters are good background reading. The "textbook" begins with chapter ten -- the "Budget" and proceeds with six more chapters on various sources of school expenditures. The book is not meant to be read cover to cover; it is more useful as a reference book. Moreover, not all parts of this book would be useful to all readers, e.g. chapter 15 - the funding of extracurricular activities. Consequently, what follows is a rough index of pertinent topics:

Court Cases and Equitable Funding, pp. 4-9, 105
Role of the State, pp. 10 passim, chapters 7 and 8, pp. 104, 254, 265-69
Federal Role, chapter 8
Taxes and Local Sources of Revenue, chapter 4 and 6
The Theory, Principles and Methods of Public School Accounting, pp. 11-21, and chapter 10
Program Budgeting and Systems Analysis, pp. 240-248
School Bond Issues, Capital Outlays, New Buildings, chapter 11
Personnel Policies and Collective Bargaining, chapter 14

Readers of the pages outlined above would have at least a working vocabulary of public school finance, and be well on the way towards being able to "decode" school budgets. Each chapter concludes with a useful and selective reading list. Together these add up to a useful bibliography. The "Table of Contents," four pages long, functions almost like an index.

35. Browder, Lesley H. Jr. Who's Afraid of Educational Accountability? (A Representative Review of the Literature). Denver, Colorado: Cooperative Accountability Project, 1975. (Obtain from: State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702).

This is a difficult-to-read but comprehensive review of the literature of accountability. Although this monograph will appeal mainly to educators and policy makers who want extensive information about the concept and applications of accountability, there are several features that are useful to citizen groups, including an overview of models and a review of definitions and concepts. This is an extensive bibliography.

36. Buchan, W. "Educational Accountability: The Parents' Role." Education, September-October, 1972.

Written by an educator, this piece argues that contemporary notions of educational accountability are too narrowly defined. Proposing a distinction between "schooling" and "education," it goes on to suggest that we see parents as full partners in the educational process. For the author, this means that parents are equally accountable for the education of their children. However, he does not pursue the practical implications of this argument.

37. Carpenter, C.C. "Principal Leadership and Parent Advisory Groups." Education Digest, April 1975.

According to Carpenter, who is a Superintendent of Schools in Massachusetts, the principal's role with regard to parent advisory groups is one of total control and placation. (Although Carpenter doesn't use this wording, this is actually what he is proposing.) He recommends that the principal tell the group everything there is to know, including what area(s) the group will be involved with. As Carpenter puts it: "He must hold the reins of the group so they won't go down the wrong path." His influence should be very evident since the success of the group will depend on him.

Before he goes ahead with the group, the principal must be doubly sure that he has his superiors' approval, underscoring the fact that the principal might align himself with the group, on occasion, against the administration. And, finally, to make sure things run smoothly, he must remember to advise the group on employee groups and possible confrontations. (Carpenter feels the group will opt for other alternatives rather than risk confrontation.)

This piece argues that if the principal plays his cards rights, the parent group will only do his bidding and will only involve itself with either "safe" issues or issues the principal doesn't want to resolve directly himself.

38. Cohen, Bob. "How Parents Can Fight for Control of Advisory Councils." Inequality in Education, June 1971.

This article concerns the Federal regulations mandating advisory committees (composed of a majority of parents) with the Title I programs. It attempts to set forth some ideas which might prove useful for parents who want to become more involved in the running of Title I programs. Included are 4 specific sections to help a person become involved.

1. How to get on a Parent Advisory Council
2. What to do on a Parent Advisory Council
3. Coalitions
4. What kind of programs you can get

In reference to these sections, the author documents the activities of the PAC and the Welfare Rights Organization (WRO) in Kansas City working together for control over the system to make parent involvement effective.

39. Combs, Arthur W. Educational Accountability: Beyond Behavioral Objectives. Washington, D.C.: Association for Supervision and Curriculum Development, 1972, $2.50.

Arthur Combs is a humanist educator who makes a strong argument against a narrow, behavioral objectives approach to measuring the effectiveness of school systems. He analyzes the practice, history, and assumptions behind the movement for accountability and presents a humanistic perspective regarding the goals of education. He points out that learning involves gaining new information and discovering its personal meaning. His critique of current accountability practices is that too much emphasis is placed on learning new information and not enough emphasis is placed on reflection and action related to meaning. This a good resource for citizens who are concerned about how accountability can incorporate affective as well as cognitive learning goals, and about how it can address broad, complex goals of education as well as those that are easily measured.

40. Comprehensive Planning in Education: A Planning Handbook for School Districts, State of New Jersey, Department of Education, Bureau of Planning, 1974.

The major strength of this handbook is that it provides an overview of the rationale and steps involved in the comprehensive planning process and provides an extensive, well-written glossary to help the citizen understand planning terminology. The glossary defines words that appear in other kinds of education literature as well as the literature of planning, e.g. "interface," "parameter," "formative evaluation." A good starting point for groups that want to understand and make decisions about comprehensive planning.

41. Cooper, Mildred P. and Nelson King. "A Study of Comparative Data in Eight Large City School Systems, Fy 1974 and Fy 1975." ED 115 715

The emphasis of this article is on budgets and it is recommended only for readers who delight in comparing figures. It includes comparisons of the budgets of the following eight school systems: Atlanta, Baltimore, Cleveland, Milwaukee, St. Louis, San Francisco, Boston, Washington, D.C. Budgets are adjusted for the total operating budget and for fall membership. A comparison of staffing is also included, listing the number of professional and non-professional positions. Although cost per pupil expenditure is developed in the comparison, the authors warn, "As the study has shown, currently used statistics such as expenditures per pupil generally do not use a common base and can be very misleading. However, the study has shown that truly comparable measures can be developed." The authors assert that, "The value of this study lies in the utility of the results for budget development, program planning and evaluation purposes." Budget analysts and parents who are on a budget committee would enjoy this article and find it very informative.

42. The Cooperative Accountability Project is a seven-state project funded by ESEA funds to develop comprehensive guidelines, publications, and model programs to assist state and local education agencies in developing accountability programs. The central office of the project is operated by the Colorado Department of Education.

The State Educational Accountability Repository (SEAR) is a compilation of more than 800 state education agency reports and articles concerning accountability practices and procedures. SEAR provides information services to people who are interested in the area of accountability. Of special interest to citizens is the publication: Annotated Bibliography of the State Educational Accountability Repository. This bibliography provides a summary of documents submitted for each state for inclusion in the repository as well as the name of a contact person in each state. The bibliography would be helpful to citizens who want to identify the resources and organizations and people who are working on this issue in any given state.

The State Educational Accountability Repository provides for the following related publications:

Developing a Large Scale Assessment Program
Characteristics of the Proposed Models for State Accountability Legislation
Indicators and Statewide Assessment
Legislation by the States: Accountability and Assessment in Education
Roles of Participants in Educational Accountability
State Goals for Elementary and Secondary Education
Keeping the Public Informed: Accent on Accountability
Annotated Bibliography of the State Educational Accountability Repository

43. Coy, Roger L. A Study of Lay Participation in the Public Schools. Middleton: Southwestern Ohio Educational Research Council, Inc., 1969 (ERIC ED 056 401).

This study focuses on the feasibility of using community school councils as tools for increasing citizen participation in planning. It characterizes citizens as potential supporters of policies proposed by school administrators rather than as partners in the decision-making process in that the goal of citizen involvement in planning seems to have a needs assessment and idea development focus rather than a policy-making focus. Two case studies are presented of citizen participation in planning in the Baltimore, Maryland and in Dayton, Ohio school systems. What is interesting and useful in this study is the description on an unusual planning model implemented in Baltimore to plan a new school and program. The "Charrette" method is like a planning marathon. In Baltimore, an interdisciplinary group consisting of citizens, specialists, teachers, and students spent two weeks in dialogue with each other and the broader community to define needs, priorities, and potential program activities and resources. The author provides detailed guidelines regarding the organization and procedures to be followed in a Charrette.

44. Cramer, Harold L., Wehking, Robert J., "Charretting the Planning Process." Pub. Date: 6/73. Note: 22p. ED 084 681. Chicago Board of Education, Illinois Department of Facilities Planning.

The second part of this report (pp. 15-22) contains three case studies: (1) a residential community of the Northeast; (2) a state university; and (3) a middle school in Florida. These case studies represent the process of "charretting." The definition of a charrette according to the article is, "an intensive, concentrated brainstorming session, deadline oriented, to study educational facilities planning problems within the total community" (page 2). The first part of this article is very technical and includes process definitions. The process and illustrations are presented with no comparison or relationship with other techniques of community participation or planning.

45. Cromwell, Bea and Suzanne Root. Surveying Your Community: An Approach to Community Involvement in Schools. Philadelphia: Research for Better Schools, Inc. 1976.

This is one of the clearest, best organized handbooks available for using a survey to begin the change process in schools. Instructional materials include worksheets, exercises, checklists, and planning sheets for each task in the survey process. The guide is organized around seven tasks that are involved in collecting data about citizens' attitudes toward schools:

1. define the purpose of a survey;
2. decide about data collection methods, people to be surveyed, and sampling techniques;
3. select specific respondents;
4. develop materials for data collection;
5. collect data;
6. process data; and
7. analyze and interpret data and prepare a report.

Both a project director's guidebook and staff handbook are provided. These materials are equally useful to parents' groups and school personnel. Its strength is that it provides step-by-step, detailed, well-illustrated information about all phases of conducting an attitude survey using language that people who are not educators can understand.

46. David, Miriam. School Rule USA. Cambridge: Ballinger Press, 1975.

Ms. David has done a study on citizen participation in the budgetary process. Her thesis was that citizen participation would be higher, i.e., citizens would show more concern in the budget than in any other area. She chose to study four Massachusetts localities (two towns, two cities)

David, School Rule USA. (Contd.)

which were similar (two and two) in size, wealth, government machinery and levels of spending.

In obtaining her information she used participant observation of budget meetings; interviews with key participants in the process and scrutiny of school department reports. Ms. David presents some interesting discussion in examining the roles of participants in the budgetary process, i.e. professional educators, members of the school committee, municipal officials, and lay citizens. Some of the most valuable insights are:

> The role of the community and its representatives (in the budgetary process) is entirely informal.
>
> The school committees did not get much more involved in budget preparation than just ratifying guidelines.
>
> There was no systematic way to review budget requests.
>
> The preparation of the budget is achieved by the professional educators, clearly directed by the superintendent.
>
> Community input is indirect; it is felt only through pressure group tactics.
>
> Budget outcomes are virtually unchanged from the superintendent's proposals.
>
> Differences in the way school budgets are set have more to do with the community's political characteristics and the strategies of the superintendent than the size of the city.

This is an outstanding book, useful for anyone interested in citizen participation and/or education. The footnoting and bibliography alone are worth the time it takes to read the book.

47. Davies, Don. "Toward a New Consumerism," in Accountability for Teachers and School Administrators, A.C. Ornstein, ed. Belmont, California: Fearon Publishing Co., 1973.

This piece explores the ramifications of increased parent-consumer sophistication and its effects on education and more specifically on accountability. Accountability is said to mean:

> ...a participatory process through which the schools and community can judge what schools can and should do, decide what conditions and resources are needed to function effectively and determine whether or not their objectives have been achieved.

As a participatory process, accountability requires involvement by all affected parties, i.e. students, teachers, school administrators, school boards, parents, taxpayers, and their representative groups and it means

Davies, "Toward a New Consumerism" (Contd.)

that its operation and implementation is to be determined by the individual school and community and not by some predetermined national standards.

The key focus of this article is the necessary and consequent attitude change on the part of public school staff. It reports and summarizes the efforts of the U.S. Office of Education (USOE) to set up teacher centers as agents of educational renewal. These bring together representatives and perspectives of educational researchers, federal and state agencies, teachers and the community. The result would be a flexible, participatory community level pool of resources, expertise and perspectives to make accountability work. This piece does not, however, give any detailed information on how these "teacher centers" do or might work in the field.

48. DeNovellis, Richard and Arthur J. Lewis. Schools Become Accountable: A PACT Approach. Washington, D.C.: Association for Supervision and Curriculum Development, 1974, $3.50.

Written for education professionals, this booklet provides a compelling argument and clear plan for conducting an accountability effort by implementing a participatory planning effort through the Planning Accountability Team (PACT). The authors see PACT as a way to improve the quality of education and increase public confidence in the schools by planning for change through cooperative action of professionals and citizens. The PACT model for accountability stresses local school-based activities. The authors provide a step-by-step description of the process and discuss some of the problems and special considerations to be faced in implementing each phase of the process. In some cases technical terms are used and not fully explained (e.g. "Q" test), but references to other resources which do explain the concept of process in question are provided. This resource includes a good overview of one accountability process which involves the community.

49. Educational Planning in the Local School District: Comprehensive Planning, State of New Jersey, Department of Education, Division of Research, Planning and Evaluation, Trenton, New Jersey, 1976.

The state of New Jersey is committed to improving educational services by implementing a comprehensive planning system that addresses short and long range planning at the local district level in order to ensure a "thorough and efficient" education for each child. Citizen involvement in planning and decision-making is a central component of the planning and evaluation activities carried out under New Jersey's "T and E" process. This manual clearly outlines steps to be followed in a local school effort to establish goals and objectives, conduct a needs assessment, develop educational programs, evaluate program effectiveness, and prepare a budget to support program activities. The audience for this handbook is administrators and school personnel, so the language that is used sometimes seems technical or jargony. There's a useful glossary that decodes education as well as planning terms. As a whole, the manual is clearly written and organized and provides valuable information about problems and resources as well as a "how to" guide that can easily be adapted to the needs of any school district.

50. Eisenberger, Katherine E. "How Much Should You Involve Your Community in Picking Your Next Superintendent." American School Board Journal, November 1975.

Addressed to school board members, this article argues that increased community involvement is both inevitable and desirable. It then goes on to outline five steps of community involvement in picking a superintendent. School boards are advised to:

1. Write and distribute the selection criteria for the public;
2. Set up advisory committees made up of students, teachers, and parents;
3. Have that committee prescreen and recommend a list of semi-finalists;
4. Let it run separate and parallel interviews; and
5. Hold open board meetings at which the advisory committee and all interested citizens may question and participate in interviews with the finalists.

51. Erickson, K. and J. Shinn. "And How Much is Too Much Community Involvement?" American School Board Journal, 162:11, p. 34, November 1975.

This article is a case study and report by two consultants (hired by a school board) who subsequently lost their initial skepticism about the desirability of citizen involvement in the process of picking a new superintendent. It describes their initial misgivings, their training via citizen participants, and their final conclusion that in practice citizen participation can be both democratic and efficient.

52. Fantini, Mario D. and Young, Milton A. Designing Education for Tommorrow's Cities. New York: Holt, Rinehart and Winston, Inc., 1970, 160 pp.

This book gives an overview of U.S. educational systems as ones which are (1) necessarily limiting due to conformity of role definitions and task delineation of students, faculty, and administration, (2) have attempted internal reform through racial balancing programs, system decentralization, and community efforts by established machinery for parent participation in non-decision making capacities. The author cites Fort Lincoln New Town in a case study of a new system to identify two major consequences of such an endeavor: (1) formation of a "balanced community,"[1] and (2) planning of and for a culturally integrated "educational community" within the classroom.

The authors analyze the social and academic skills being taught to students in traditional schools compared to goals for skill levels in an alternative system such as FLNT. Specifically, alternative systems focus curriculum on growth in social participation and the utilization of "multiple resources."

The general organization of the educational system should begin with a Community Education Council, the authors suggest, and staff organization is aimed at maximizing parent and community contact. The authors argue for the notion that with community education systems, "decisions made by people who

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[1] balanced in terms of age, race, and income level.

Fantini and Young, Designing Education for Tomorrow's Cities (Contd.)

are closest to the action" are most likely to be fully executed. Similarly, they build a case for on-the job teacher training.

For anyone interested in the variety of sample programs congruent with FLNT objectives and system organization means, the appendix suggests subsystems (mother-infant program, adult ed., occupational training, etc.) as well as Task Outlines for operational development of proposed programs.

53. Foster, Florence P. Planning Parent-Implemented Programs: A Guide for Parents, Schools and Communities. Trenton: New Jersey State Department of Education, February, 1969. ERIC: ED 036 332.

This booklet describes the process of developing a collective educational partnership which integrates the efforts of family, community, and school in making educational decisions. This well-written and informative booklet is organized with margin notations that summarize the content of a paragraph in one word or phrase so that readers can skim, choose sections, and quickly review main ideas.

A group of parents and professionals involved in a parent-implemented Follow Through program developed a framework for educational decision-making that is described in the booklet. It provides good examples of ways that local education agencies can provide the community with decision-making powers while staying within the law. Included are clear guidelines regarding the role of school/community councils in proposal preparation, budget, personnel, and program areas. Clearly defined steps and charts that outline tasks, roles, and sequences of activity make this an excellent planning model.

54. Fredericks. S.J. "Curriculum and Decentralization: New York City Public School System." Urban Education, October 1974.

This research report documents the failure of the NYC decentralization plan to stimulate community involvement in curriculum development. Based on a questionnaire given to the 31 local district boards, the data show that almost no one is involved in curriculum development. Between 1969 and 1972 only 12 out of 31 districts made more than two changes in curriculum, often only in response to external requirements, e.g. Title I reimbursements. Where changes did occur, in the majority of cases it did not include the involvement of either parents or teachers. The implication seems to be that if decentralization is to stimulate community involvement, the devolution of functions and responsibilities must be accompanied by an equal devolution of resources. Local districts had no independent sources of staff, expertise, or resources. Most relied on published curriculum guides put out by the old central Board of Education prior to 1969.

55. Gathering Information About Your Community School: A Handbook for Planning and Carrying Out Needs Assessment for School-Community Advisory Councils. The Planning Office of Flint Community Schools, Flint, Michigan, 1975.

This companion handbook to Gathering Information About Your Community School is directed to councils which want to review their effectiveness and history to plan their future operation and organization. This handbook recommends that an assessment committee be established to guide the council through a process that analyzes the leadership, development, and the self-growth of individual members. Charts, well-chosen examples and samples of checklists, forms, and other tools useful to the assessment process are provided.

56. Gordon, I.J. and W.F. Brievogel, eds. Building Effective Home-School Relationships. Boston: Allyn & Bacon, 1976.

This is a "how to book" which offers practical suggestions based on the editors' decade of experience with the Florida Parent-Education Follow Through Program, on ways in which school personnel and parents can work together toward better education. The primary focus is on the home visitor program designed to: (1) make educators more sensitive to each child's unique needs and experiences and (2) provide parents with information on how the "home" may be a learning environment which complements the classroom (see Chapter 8, "Home Learning Activities"). The general concept behind home visitation is discussed in Chapter 2. The recruitment and training of home visitors is discussed in Chapters 3 and 4. Evaluating programs of home visitation are discussed in Chapters 9 and 10; Appendices B-M contain examples of application forms and interview schedules actually used in the visitation and various aspects of parent-involvement, available at cost from the institutions which sponsored this study.* Chapters 5,6,7 deal respectively with the roles of teachers, parents, and administrators (includes school-board members) in the home visitor program.

The authors recognize, despite the overwhelming focus on home visitation, that this program is only part of a larger, two-way process of interaction between parents and schools. This is developed in Chapter one which discusses the genesis of the present program, recent and traditional trends in parent involvement, the value and the types of parent involvement. Parents are the recipients of the home-visitor; in many cases parents will be recruited as home-visitors; and finally, parents as members of Citizen Advisory Councils (see pp. 104-110 for a typical "constitution" of a CAC),

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Gordon and Brievogel, Building Effective Home-School Relationships (Contd.)

will help design, implement, and evaluate (see especially pp. 34,91,107, 114, and 194) home visitation programs.

Though based on an on-going program, the essays in this book present a model, or a prototype, rather than a research or case study report. There are no program evaluation results. It is asserted that such a program will have an impact, via two-way involvement, on both home and schools. There is no supporting data here either. They feel no need to defend home visitation or parent-involvement in general. However, at one point (Chapter 1), there is a contrast between the present program and more "political" (here the reference is to NYC) attempts at parent involvement. Their program would build the kind of parent-school relationships that avoid "political" clashes. Note: it is a parent, not community and school relationship. Membership on the CAC is open only to parents.

The above are not meant to be critiques as much as attempts to pin down the scope of this book. It is extremely useful, practical, and remarkably free of social science education jargon.

57. A Guide To Needs Assessment in Community Education, Bowers and Associates and George Eyster, U.S. Department of Health, Education and Welfare, Office of Education, U.S. Government Printing Office, Washington, D.C., 1975, 55¢.

This short guide provides basic information about planning and conducting a needs assessment for community education programs. The language is somewhat technical and the authors seem to assume the assistance of an educational planner who can guide the council in the assessment process, but the information presented is understandable to a layman. This guide presents advantages and disadvantages of different types of information gathering processes, including hearings and telephone interviews. One section which would be useful to community school councils tells how to describe the needs assessment process in community education grant applications.

58. Guthrie, James W. "Public Control of Public Schools: Can We Get it Back?" Pub. Date: 6/74. Note: 7p. (Available from Editor, Institute of Governmental Studies, 109 Bernard Moses Hall, University of California, Berkeley, CA 94720 - free). ED 100 025.

In the first half of the article (pp. 1-4), Guthrie describes the history of citizen involvement in education...consolidation of districts, the rise of population, the business/efficiency orientation, unionization of teachers, and standardization of curriculum. The second part of the article discusses the voucher system in Alum Rock, CA and School Site Governance in Florida. Guthrie does include a historical overview and alternatives for community control, but Guthrie's emphasis is on reform and not change.

59. Howard, Norma K. Working with Parents in the Primary School. Urbana: ERIC Clearinghouse on Early Childhood Education, 1974 (ERIC ED 094 883).

This annotated bibliography reviews ERIC entries on parent participation at the primary school level. Selections focus on two major topics: (1) parent-teacher cooperation in children's education and (2) parent involvement in decisionmaking in schools. This bibliography is especially valuable in its references to articles that describe parent participation in the education process as reinforcers or as adjunct teachers. There are fewer useful references in the area of parent involvement in decision-making; however, two resources mentioned are excellent: the Parent's Primer: A Guide to Education and Parent Power and the Public Schools: A Guide for Parent Advocacy.

60. Jenkins, Kenneth D. Community Participation and the Principal. Paper presented at the Annual Meeting of the National Association of Secondary School Principals (59th, Las Vegas, Nevada), February 1975 (ERIC ED 102 691).

This paper typifies the we/them approach to the new school/community partnership that is the major goal of many citizen-based advisory and policy council efforts. The author is sympathetic to the stresses inherent in the changing role of the principal and the pressure that principals experience from many kinds of groups. The skeptical tone in this paper permeates the twelve suggestions made by the author designed to help principals cope with and benefit from community participation in school matters. This author views the principal's role vis-a-vis community group as gatekeeper, leader, manipulator, and final decision-maker. The following points summarize his recommendations:

1) Develop an attitude of acceptance.
2) Give them firm definitions of their advisory role and what kinds of tasks are their domain (the principal is still the decision-maker).
3) Provide positive feedback.
4) Have broad representation from students, faculty, parents, and community; don't be the chairperson.
5) Meet regularly; provide lunch.
6) Keep communication flow going; listen, even if you don't agree. Disagree rationally.
7) Be willing to back ideas that they feel strongly about even if you're lukewarm so that they'll be more understanding when you use veto power.
8) Don't use them just for fund raising.
9) Find some way to provide training for them.
10) Exert your leadership to keep the committee focused on substantive matters of policy and procedure, not personnel matters.
11) Make meetings open to the public.
12) One positive contribution from the group will make the entire effort worthwhile.

61. Jordan, Wayne N. The School and Community: Partners in Education. A Way to Determine Needs and Set Goals, Fresno: Fresno County Department of Education, 1973 (ERIC ED 099 960).

Wayne Jordan advocates citizen involvement in educational planning. His booklet describes a procedure for setting educational goals with the

Jordan, The School and Community (Contd.)

involvement of educators, students and citizens by organizing a community conference to define the problems and needs and to set goals. Procedures described in clear, useful detail include setting up the conference, forming groups and obtaining input statements from them, sorting and refining the statements and presenting the statements in the form of goals to boards of education.

The community conference provides a format for involving the community in systematic problem-solving, starting at the local school level. Jordan stresses the importance of having the support of school administrators in this effort if a commitment to change is called for. Much of the information gathered in the conference relates to parent/teacher attitudes, student attitudes and communication. The major focus of the booklet is the needs assessment, goal setting process; however, it does describe steps to be taken to assure accountability after goals have been accepted by the school board.

62. Levy, Clifford V. A Primer for Community Research. San Francisco: Far West Research, Inc., 1972, $5.50 (order from Far West Research, Inc., Suite 702, 116 Geary Street, San Francisco, California 94108).

Clifford Levy's brief, non-technical book provides a step-by-step guide to conducting a survey, reporting findings, and presenting the final report. The book is written for citizens who want to know how to do community research. The writer assumes that readers have little or no previous research experience and that they need clear instructions about how to accomplish all of the steps in implementing a valid research project. A good survey is one which is well planned; which provides a logical, easily understood questionnaire; uses a good sample; hires well trained and supervised interviewers; and is free of bias. The book provides clear instructions about how to plan and take action on each step. The appendix contains a glossary that explains commonly used research terms.

63. Mann, Dale. "Political Representation and Urban School Advisory Councils," Teachers College Record, February 1974.

This is a case study of school-advisory councils in 12 New York City elementary schools. It describes and evaluates a 1967 UFT (United Federation of Teachers) and School Board initiated, Experimental Elementary Program, EEP. In it, 12 low achievement problem schools were targeted for more citizen-parent involvement. The idea was that parental-community involvement would indirectly lead to increased pupil motivation and achievement (as well as increased community support for education). The data were collected from interviews with the twelve school principals. Principals were not only members, but were given formal leadership positions under the EEP plan for councils. Moreover, they were charged with establishing either councils or some other mechanism for citizen-involvement. The author found that:

1) There was little impact on educational achievement. Parents who served on councils had children who were already highly motivated, adjusted, and "competent" in schools.

Mann, "Political Representation and Urban School Advisory Councils" (Contd.)

2) Ten of the schools had on-going councils; two of the principals argued that existing PTA type organizations would fulfill the mandate. Citizen involvement was greater in the schools which did have councils.

3) Most principals saw the councils as strictly advisory bodies, only three out of 12 reported any "shared decision-making." The most common reason was a reluctance (on the part of principals) to yield decision-making power while still remaining nominally responsible for programs and policies.

The author recommends that there be clear criteria, written into law, of the purposes, representation, and structure of councils. More specifically, efforts must be made to involve normally apathetic non-upwardly mobile parents as council members. (These same families have the "problem," i.e. low-achieving children.) Thirdly, the author suggests that researchers, educators and citizens develop criteria for councils. The author's criteria, taken from the political concepts of representation in the middle pages, is in a sense the most useful part of this article. Finally, the author notes that token involvement leads to apathy and even hostility and alienation of the community from its schools. Given that such tokenism is the result of the principals' unwillingness to share power without responsibility, he argues that councils should be specifically delegated with both decision-making powers and responsibilities in non-trivial (e.g. field-trips, car washes) areas of education. By increasing community interest, the councils' membership and constituency should become truly representative. This is based on the quite plausible assumption that interest and participation is awakened by the possibility of power and authority.

64. Mann, Dale. "Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision Making." ED 111 908 (Available from: Institute for Urban and Minority Education, Teachers College, Columbia University, New York, NY 10027, $1.00).

This article discusses four common goals shared by the community and administrators in decision making. The goals are: 1) Responsiveness of urban schools to their community clientele; 2) Increased materials and affective support given to schools; 3) Education achievement; and 4) Democratic principle. Mann cautions that it is important to remember that the focus of decision making is on involvement in the system and not necessarily on parenting. Mann bases his observation on past readings and suggests reasons why community involvement should work. The article does not however say "how to," but merely "what is."

65. Marburger, Carl L. "The Role of the Citizen in Education" or, "A Buyer's Guide to Assorted Afflictions," Journal of Teacher Education, Spring 1975.

This article analyzes the current lack of public participation in education and offers concrete suggestions to help improve the situation. The author, who is a senior associate of the National Committee for Citizens in Education

Marburger, "The Role of the Citizen in Education" (Contd.)

and a former New Jersey Commissioner of Education, first describes some of the myths that the "Institution" seems to be espousing, such as the more schooling and money spent on education, the better; compulsory schooling is necessary; and that schooling always leads to success. He then describes five of the most critical issues that he sees today in education: Institutional rigidity - which is the structural inability to adapt to changing necessities; inequitable funding; racism; failure to involve learners; and lastly, lack of citizen participation. He is concerned that education decisions about money, curriculum etc. are being made without public debate or participation. He believes that responsible change can be effected and a harmonious balance struck between the interests of the profession and those of the people by "honest give-and-take instead of programmed bombast."

From his own experiences on the "battlefields of New Jersey," he suggests the following mechanism for citizen control: "Courts of Education" would be established with judges and hearing examiners, with expertise in education, to assist a jury of citizens in arriving at fair decisions based on the evidence presented. In this way educators would be increasingly called upon to justify the evidence used in making such decisions as to how a child has been tracked, why he has passed or failed, on what grounds they have certified a teacher, etc. With regard to collective bargaining, the issues of salaries or working conditions could be presented in this type of court before a jury of citizens in which the facts, data, and interpretations would be weighed and a verdict rendered. This might be one way to protect children from harmful strikes.

66. Massachusetts Advocacy Center and the Massachusetts Law Reform Institute. Making School Work: An Education Handbook for Students, Parents, and Professionals. Boston: Massachusetts Advocacy Center and the Massachusetts Law Reform Institute, 1975.

The areas covered in Making School Work include general concerns with attendance and discipline and more specialized attention to bilingual, special and vocational education. The book's greatest strength lies in its sections on the organization of parent groups and planning for group meetings, publicity, and action. It also deals in an earthy and at times inspirational style with the stirring of school administrators toward positive change.

In both broad scope and pinpoint accuracy Making School Work gives parents of school children a grip on the human and material mechanisms which produce the education problems they know well. It also urges parents into action they may not have considered before. In this area the authors advocate parental evaluation of teachers and principals through attendance at classes and administrative sessions. A detailed list of evaluation guide rules is provided and diplomatic methods of influencing the performance of teachers and administrators are described.

Judged as a practical guidebook to the eager but uninitiated laymen in the world of educational politics, Making School Work is a successful voice of advice from sympathetic professionals.

67. Modelog: A Catalogue of Comprehensive Educational Planning Models, New Jersey Department of Education, Division of Research, Planning and Evaluation, Trenton, New Jersey, 1975.

"Modelog is intended to be a kind of Sears, Roebuck catalog for educational planning." This first sentence in Modelog's opening chapter describes the purpose and format of the book. It is a successful catalog and is perhaps the most useful resource that a school/community council concerned with educational planning could find. It describes, in useful and manageable detail, materials and processes related to one or more of the following six categories:

1. goal setting procedures
2. writing objectives and using existing banks of objectives
3. assessment procedures
4. guidelines for program selection
5. evaluating program effectiveness
6. evaluating program efficiency

Modelog provides a survey of planning models in each category and information that can assist schools in determining the appropriateness of models for their situations. Each description contains information about the developer, source cost, and a narrative overview, description of procedures, implementation needs and special features.

68. Morison, S.H. "Decentralization 5 Years On: A Principal's Views." Urban Review, July 1974.

This is a descriptive case study and progress report on one school's experiences with community control and parental involvement (P.S. 84 in NYC). It goes into some detail on the extent of parent involvement in a Community Board of Directors and a Personnel Practice Board, and positive results of parental involvement in both policy-making and classroom enrichment.

This piece is useful to both parents and teachers. Of special interest to teachers is a discussion of the school's extension of "participatory democracy" into the internal workings of the school - a so called "Open Corridor Reorganization." The author argues that many of the more imaginative programs were parent initiated; most were possible only because of parental involvement in the classroom. The success of P.S. 84 is attributed to the excellent working relationship between parents and teachers. This grew out of a prior, teacher initiated experiment with informal, community based instruction during the NYC school strikes of 1967 and 1968. It is cemented and institutionalized via joint parent-staff memberships on the "Board of Directors" and the "Personnel Practices Board."

69. National Urban League. Parent Power and Public Schools: A Guide for Parent Advocacy. New York: Urban League Education Division, 1972. (ERIC ED 081 876.)

The National Urban League has prepared an easy to read handbook that could serve as a model for other handbooks for parents who want to improve the quality of their children's education. Common problems are presented as

National Urban League, Parent Power (Contd.)

cases that are representative of problems and laws pertaining to education in most states. The handbook includes information about the following topics relevant to parent action:

1. Why and how to visit schools, including preparation and follow up;
2. School discipline, including acceptable disciplinary methods, suspension procedures and hearings, and physical punishment;
3. Curriculum issues including promotion, special education, and multiethnic textbooks;
4. Procedures and suggested criteria for evaluating teachers;
5. School records;
6. Title I programs; and
7. Sources of legal assistance for parents and children whose rights have been violated.

70. Needs Assessment in Education: A Planning Handbook for School Districts, State of New Jersey, Department of Education, Bureau of Planning, 1974.

This handbook describes the comprehensive planning process and gives general information about needs assessment. It describes four planning and needs assessment models: (1) Fresno, (2) Dallas, (3) Phi Delta Kappa and (4) Worldwide, chosen on the basis of features such as reasonable cost, replicability, field testing, comprehensiveness, and widespread participation. The models are summarized and compared and sample materials are provided. A useful glossary clarifies terms used by each model. Needs assessment evaluation questions are provided in the appendix. Clearly written and well-illustrated with examples, this handbook would be useful for a citizen group that wants to learn about the needs assessment process in general.

71. Ornstein, A.C., ed. Accountability for Teachers and School Administrators. Belmont, California: Fearon Publishers, 1973, 135 pages.

This is an edited anthology of articles written by educators and educational sociologists on the problems and possibilities of accountability. The articles range from statements of opinion (L. Lessinger, M. Fantini, D. Davies) to programmatic proposals (W.J. Popham, S.M. Barro, F. Lopez, Martin and Blaschke) to surveys and evaluations of accountability experiments (Mecklenburg and Wilson, Berlin, Tyler, Stake). There are however no detailed case studies of accountability. The contributors do not all share a consensus on the utility of accountability. Some say it has not or will not work; others say that accountability per se via performance contracting does not go far enough to meet a "new consumerism" in education. This mix of perspectives, opinion, and research makes this a thought-provoking book. It is organized into six sections. Roughly, the first and last sections contain varying statements on the utility of accountability; the second section deals with the issue from the perspective of teachers. The third, fourth and fifth sections deal with the problems of operationalizing "accountability." The third section surveys various proposals and methods of institutionalizing accountability; the fourth deals with "performance contracting," and the fifth with the problems of measuring performance.

Ornstein, Accountability for Teachers and School Administrators (Contd.)

What follows is a list of articles organized around the topics that would be of most interest to our readers:

Statements of opinion: L. Lessinger, "The Powerful Notion of Accountability," p. 3; R.J. Havighurst, "Joint Accountability: A Constructive Response to Consumer Demands," p. 17; and H.W. Dyer, "Toward Objective Criteria of Professional Accountability in the Schools," p. 37.

'Accountability' does not/will not work: D. Selden, "Productivity, Yes. Accountability, No.," p. 21; H. Grobman, "Accountability for What?" p. 28. (The above come from the perspective of teachers); and, R.E. Stake, "Testing Hazards in Performance Contracting," p. 106.

'Accountability' does not go far enough: M.D. Fantini, "Needed: Radical Reform of Schools to Make Accountability Work," p. 121 and D. Davies, "Toward a New Consumerism," p. 129.

Practical proposals: S.M. Barro, "An Approach to Developing Accountability Measures for the Public Schools," p. 37; F.M. Lopez, "Accountability in Education," p. 65; and R. Martin and C. Blaschke, "Contracting for Educational Reform," p. 89.

Research, surveys, and evaluations of accountability experiments: J.A. Mecklenburg and John Wilson, "Learning C.O.D.: Can Schools Buy Success?" p. 79; B.M. Berlin, "Performance-Contracting - What Can Be Salvaged?" p. 94; and R.W. Tyler, "Testing for Accountability," p. 106.

72. "Parents in the School: Community Control in Harlem," This Magazine is About Schools, Fall 1970.

As a first-hand report on one school and community's experiences with community control and parental involvement, this article, by a visting Canadian is essentially a reprint of interviews conducted with parents and teachers. The interviews were open-ended; in all cases the participants expressed their experiences and perspectives in their own words. Among the topics covered are: the role of the local PTA and its relationship to the school boards and other community, political, and teachers' (UFT-NYC) organizations; the attitudes and experiences of teachers vis-a-vis parents and the UFT; and, the parents' reasons for their involvement. The author's conclusions, directed at a Canadian audience but relevant to all are: (1) that in all cases a concern for the effective teaching of basic skills, e.g. reading ("without them my kid would get screwed..." a parent) was the primary impetus for parental involvement; and (2) the importance of an alliance and rapport between parents and teachers. Without this reforms will be meaningless; with it progress can be made even without administrative/school board active cooperation and support.

73. Raffel, Jeffery A. Responsiveness in Urban Schools: A Study of School System Adaptation to Parental Preferences in an Urban Environment. Newark: Delaware University Division of Urban Affairs, 1972 (ERIC 063 569).

Jeffrey Raffel has written a lengthy, theoretical study regarding the relationship between parental preferences and school functioning in ten elementary schools in the Boston public school system. The conclusion of his study is that there is no relationship between parental preferences and school functioning in the area of educational content: schools are not necessarily teaching content that parents want their children to learn. The author believes that the following factors are responsible for this lack of responsiveness:

1. inability of parents to organize for collective action;
2. power of principals to blunt parental action;
3. inability of principals to influence teachers;
4. power of senior teachers to select their school;
5. lack of perceptual acuity of teachers about parents and their educational preferences; and
6. lack of legitimacy parents, teachers and principals hold for parental influence over teacher behavior.

Raffel did find that there is a moderate relationship between parental preferences and school functioning in the area of educational methods.

The author believes that advantages offered by administrative decentralization do not have the capacity to increase overall responsiveness except in superficial ways. Diversity in school functioning already exists but the key problem is that it's unrelated to parental preferences.

74. Schrieber, Ernest. 400+ Ways to Save Money in Your Schools. Blackwood, New Jersey: Educational Impact, Inc., 1977.

Written by a school administrator, this little handbook lists 451 suggestions, each numbered and one paragraph long, on how to cut costs. The topics range from recycling office supplies to more effective use of teacher training. A topical index provides for easy retrieval of these suggestions. Directed to school professionals, school board members and the general public, over half of these suggestions came from the author's mailed questionnaire survey of 1600 school administrators, and some 220 school supply companies. Most suggestions are specific and practical, based on the way budget decisions are currently made in schools.

75. Solo, L. "Teacher Evaluation in an Alternative Public School." National Elementary Principal, September-October 1975.

This is a case study of parent involvement in teacher evaluations written by the principal of the Cambridge Alternative Public School in Cambridge, Mass. It describes the process in some detail, reproduces the evaluation instrument (a questionnaire), provides samples of positive and negative evaluations, and discusses what happened when the "Personnel Committee" (a parent dominated body charged with hiring and evaluating

Solo, "Teacher Evaluation in an Alternative Public School" (Contd.)

teachers) split on its evaluation of a particular teacher. In addition, the author describes the origins (citizen-initiated, but mandated by the Cambridge School Committee) and governance (run by a parent-staff cooperative) of this "alternative," public school.

76. Staples, I. Ezra, editor. "Impact of Decentralization on Curriculum: Selected Viewpoints." Pub. date: 1975. Note: 65P. ED 107 616. (Available from Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006).

This publication contains a collection of several articles on the following topics: historical perspective and definitions of decentralization, community participation in curriculum, three case studies, and accountability. The introductory article by Staples defines the differences between administrative decentralization, community participation, and community control. The article also discusses the pros and cons of decentralization from a historical perspective of the American school system.

The case studies concern decentralization and curriculum from the New York City, Atlanta, and Baltimore Public School Systems.

The report is an overview of decentralization as it effects curriculum. An ASCD publication list is included at the end of the article for the summer of 1975.

77. Stark, Stephen L. Conducting Community Surveys. Midland, Michigan: Pendell Publishing Co., 1976. $1.00. Part of the Community Education "How To" Series.

This is a simple handbook written for community education directors and steering committees who are collecting information about community education needs before hiring a staff and initiating a program. The author emphasizes the positive contribution of the survey to the development of communication, cooperation, and awareness among community organizers, surveyors, and citizens. It's a good resource for school/community council members who want to understand the purpose, mechanics, and results of the survey process. The information it provides is not detailed enough to serve as a guide for planning and conducting a council-initiated survey.

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ORGANIZATION DIRECTORY

Institute for Responsive Education

704 Commonwealth Avenue
Boston, Massachusetts 02215

A few months ago I.R.E. mailed out several hundred questionnaires to state, regional, and national organizations across the country. We asked for information about their activities and interests, and particularly about the services and information these organizations provide to local citizen groups concerned with educational issues in their communities.

We have reported the statements by these organizations about their activities, but have not attempted to evaluate their activities ourselves. We have not included the hundreds of local organizations which may also provide information to other groups, in this directory.

This directory is the first of what we hope will be many future editions. We realize that much of the information we have included about these organizations will change, and that new organizations will emerge. We are also quite sure that we have missed many important organizations which should be included.

Please let us know of organizatons which should be included, and about changes in the organizations listed in this directory. We will continue to collect this information to add to future editions of this directory.

Compilation of this directory was made possible by three grants to I.R.E. for three current projects. We wish to thank the School Capacity for Problem Solving Group of the National Institute of Education, the Charles Stewart Mott Foundation, and the New World Foundation for their support.

I.R.E. is indebted to several people for their assistance in compiling this directory. Thanks to Carol Herzog, Ann Munsell Johnson, and Bob Hallick for their research and editorial assistance, and to Betsy Wachtel and Brian Powers.

Additional copies of this directory are available from I.R.E. for $1.00 (prepaid), or $1.50 for orders not including payment.

The Editors

ALPHABETICAL LIST OF ORGANIZATIONS

The following is an alphabetical list of all the organizations in this directory, with page and index numbers. At the end of this directory is a topical index with references by index numbers to the organizations involved in each kind of activity. The organizations are divided into two major categories--state/regional, and national. They are listed alphabetically by state.

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Center for Northern Education Research (I.#1)
University of Alaska
Fairbanks, AK 99701
(907) 479-7145
Director: Frank Darnell
Founded: 1971

The Center is a non-profit university-based institution primarily concerned with educational interests in Alaska and other circumpolar regions. It is funded through foundations, a state general fund, and federal contracts. CNER's numerous activities are: to design and conduct research projects appropriate to new educational concepts; to develop and field test demonstration projects in education to identify and promote promising means for improving educational agencies and implementing new programs; to provide a forum for Alaska in developing cross-cultural goals and policies for public education. Issues of concern are elementary and secondary public school finances, social and behavioral effects of broadcast television on previously untouched audiences, the analysis of legal mechanisms for improving native education in Alaska, and an Alaska native heritage film project. CNER publishes several books and reports available from the Center and from ERIC documents.

Education Finance Reform Project (I.#2)
4401 Crenshaw Boulevard, Suite 212
Los Angeles, CA 90043
(213) 294-0051
Founded: 1971

The California Project is funded by a Carnegie Foundation grant to assist poor and minority urban education consumers. The Project performs impact studies using computer simulation designs of proposed legislation on education issues and disseminates this information to poor and minority consumers through conferences (five per year), and newsletters (four to six per year). The Project primarily serves citywide education groups, local school/community councils, advisory councils, and education resource centers. The Project has designed and installed the current computer simulation model under contract with the State Department of Education and has brought numerous law suits resulting in new and revised education laws and regulations.

Institute for Child Advocacy, Inc. (I.#3)
4771 South Main Street
Los Angeles, CA 90037
(213) 233-5148
Director: Larryette Kyle

ICA is funded by the City of Los Angeles and serves youths under age 17 from lower socio-economic groups. ICA conducts direct services in the area of youth diversion for first and second status offenders and research on youth and alcohol. Its objective is to increase community participation in youth related issues. ICA is currently helping establish ad hoc committees to deal with schools and teachers to assist the desegregation process. It has helped to increase the viability of Title I parent groups and has assisted parents and youth in dealing with unfair exclusion, expulsion, and suspension. Future efforts will be directed toward youth advocacy, and class issues. Reports and manuals are available from ICA.

Thomas Jefferson Research Center (I.#4)
1143 North Lake Avenue
Pasadena, CA 91104
(213) 798-0791
President: Frank Goble
Founded: 1963

The Research Center is a non-profit corporation which applies systems management methods to the solution of social problems.

The Center is particularly concerned with character education, life skills, leadership, motivation, and applied psychology. It is funded through contributions from individuals, organizations, foundations, and the revenues from contracts and publications. It has conducted extensive research into human behavior and makes its research recommendations available through reports, books, lectures, seminars, and consulting. Published materials and a monthly research letter are available at cost.

Call for Action, Inc. (I.#5)
1785 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 387-0050
Contact: Susan Allen
Founded: 1969

Call for Action is a non-profit organization with a membership of 48 local radio and television stations. Support comes from donations by individuals, corporations, and foundations. CFA's major goals are to serve as a referral and action service for people who need help and to alert the community to problems and needs. Services include providing information and referral to community resources for individuals who call CFA at each participating station, serving as an ombudsman/advocate on behalf of callers, and researching trends in complaints to identify needs and to work for change in those areas. In addition, CFA provides speakers for other organizations and training for volunteers in other volunteer-operated organizations.

D. C. Citizens for Better Public Education, Inc. (I.#6)
95 M Street, S.W.
Washington, DC 20024
(202) 484-7030
Executive Director: Robert D. Boyd
Founded: 1964

DCCBPE is a non-profit organization of approximately 500 members serving parents and other civic-minded citizens. DCCBPE is funded by the United Way, grants, contributions, and membership dues. Its purpose is to study, on a continuing basis, the problems of education in the District of Columbia, to stimulate interest and support for public schools, to propose and promote changes in the organization, management, and methods of the public schools where desirable. Issues of importance are capital outlay, school finance, student rights and responsibilities, special education, and testing. DCCBPE disseminates research findings through publications, advocacy, and workshops, and offers information to citizens on these and other topics to enable them to make more informed decisions. The Bulletin Board, DCCBPE's newsletter, and other studies and reports are available from their office. The group has recommended decentralization, monitored regulations on student rights and responsibilities, offered personnel and expertise to community groups and school task forces interested in establishing new programs, and has provided speakers and testimony to local groups concerned with current education issues.

Florida Coalition for Responsive Funding of Education (I.#7)
Petroleum Building, Suite 134-136
222 West Pensacola Street
Tallahasee, FL 32301
Co-chairpersons: Catherine Chapin, Zollie Maynard

The purpose of this coalition is to develop citizen support for responsible funding of education in Florida. The Coalition is made up of volunteer citizen groups, citizen advisory councils, educational organizations, business and labor organizations, civic groups, and professional organizations. The Coalition believes that financing of education will depend on the support of citizens, which must be made known to the legislature. The Coalition urges citizens to visit their schools and discuss programs with principals and teachers and draw their own conclusions concerning the justification of education expenditures. The Coalition lobbies for increased education funding by gathering local support and carrying that message to the state legislature.

Southern Center for Studies in Public Policy (I.#8)
240 Chestnut Street, S.W.
Atlanta, GA 30314
Director: Robert A. Kronley
Founded: 1968

The Center is a social action, research, and monitoring organization concerned with the formulation, implementation, and analysis of public policy affecting poor and Black persons in the South. It is a non-profit organization affiliated with Clark College in Atlanta. The Center's financial support comes from private foundations, government grants, and contracts. The Center deals with school budget and finance issues, desegregation, and parent and community involvement in schools. It provides technical assistance to school boards and school administrators, and monitors public education policies, and procedures in the South. There are current programs in housing, neighborhood and community development, health, manpower, and technical assistance to elected officials. Community information services and technical advice is given at no cost to citizens. The Center works with parents and the community to communicate their citizen concerns to education policy makers. Publications are available from the Center.

Illinois Citizens Education Council (I.#9)
357 Education Building
University of Illinois
Urbana, IL 61801
(217) 333-3160
Director: Lloyd Phipps
Founded: 1957

The Council is a non-profit organization with approximately 100 members, supported by membership dues. Its major objective is to promote and service advisory councils in education in Illinois. The organization also provides research for citizen advisory councils. A number of publications and filmstrips, as well as a newsletter, are available.

Native American Committee Inc. (I.#10)
4546 North Hermitage Avenue
Chicago, IL 60640
(313) 728-1477
Director: Matthew Pilcher
Founded: 1969

The Native American Committee is a community based and community controlled non-profit organization, incorporated by the State of Illinois. Its purposes are to promote and develop programs and activities for American Indians. It is concerned with the issues of alternative education at the elementary level, as well as adult education. NAC services include youth athletic and social activities, social services for the elderly, those in need of child care, media materials available to any Indian or non-Indian organization, a network of services for Native American persons whose mental health needs are directly related to their ethnic and cultural backgrounds, arts and crafts, and a resale shop. Information on NAC services may be obtained through the main number listed above.

Social Studies Development Center (I.#11)
513 North Park Avenue
Bloomington, IN 47401
(812) 337-3838
Director: Howard Mehlinger

The Center is a non-profit, university-based organization. It is funded through NSF, OE, NIE and other government agencies. Its objective is to promote improvements in social studies instruction in elementary and secondary schools by curriculum development, diffusion of innovative practices, research in social studies, and mobilization of resources behind new ideas in social studies education. The Center is especially concerned with the promotion of citizen education through the development of political participation skills, and encouraging global perspectives in education. The Center collaborates with local lay groups and organizations concerned with educational change. Current projects are a curriculum resource center, global studies project, a high school political science curriculum project, and several other curriculum development projects. The Center also sponsors a coordinator for social studies in the Indiana public schools. The many papers and publications produced by each project are available from the main office, as is their newsletter.

Adult Education Resource Center (I.#12)
Worcester State College
18 Chicopee Street
Worcester, MA 01601
(617) 754-6861 x385
Director: Jane Evanson
Founded: July, 1974

The Center is a non-profit organization supported by the Massachusetts State Department of Education and funds from HEW. Its main purpose is to train teachers of adult basic education in Massachusetts. The Center also serves neighborhood, city-wide, and local civic groups, school/community and school advisory councils. Current educational issues of concern to the Center are life coping skills and literacy programs for functionally illiterate adults. The Center's Resource Library and Search Service collect, store, and disseminate ideas, materials, and information about Adult Basic Education. A graduate program and consultant services are also provided.

The Boston Community School (I.#13)
107 South Street
Boston, MA 02111
(617) 542-5352
Director: Henry Allen
Founded: 1973

The BCS is an educational resource center for adults. It has served over 200 organizations in every neighborhood in Boston. It is funded by private foundations, individual contributions, and federal and state grants. The School serves students ages 18-82, averaging age 32. All students are working. 15% are Spanish speaking or Black. Its primary functions are to offer teaching, research, technical assistance, training, and skill development for people involved in community and workplace organizing to enable them to work more effectively in their communities or workplaces for social and economic change. Regular courses are scheduled, and the school year is comprised of three sessions. Special workshops and courses relating to specific community needs may be requested and held in any community. One of the School's major programs has been to provide information and skills for parents and teachers to move Boston schools toward quality, integrated education.

Citizen Resource Center (I.#14)
Route 140, Beaman Street
West Boylston, MA 01583
(617) 835-6065
Executive Director: Nancy J. Brown
Founded: 1973

The Center is a non-profit organization with 150 paid members (mostly residents of central Massachusetts) funded by foundations, industry, and private contributions. Its objectives are to promote citizen participation in decision making in public schools by providing information, training, and assistance to interested citizens, as well as facilitating communication between parents and other groups in central Massachusetts. The Center has developed parent leader workshops, career education citizen advisory groups for two secondary schools, extension units in area town libraries, a newsletter, Citizen Resource Center Library, telephone information service, and collaborative seminars. The Center's impact has been to improve the quality of communication between school and home by increasing the number of citizen advisory councils, volunteer programs, and parent surveys. CRC extension units are located in libraries in Barre, Gardner, Fitchburg, Hudson, Westboro, Southboro, Northboro, Oxford, Southbridge and Webster.

Heuristics, Inc. (I.#15)
141 Linden Street
Wellesley, MA 02101
(617) 237-6460
President: Robert W. Consalvo
Founded: 1968

Heuristics is a corporation formed to provide evaluation a[illegible] research services to schools, government, and industry. A[illegible]tivities include the evaluation of educational and training programs, curriculum development and evaluation, administrative systems analysis in school management, analysis of staff performance and utilization, and educational auditing. It is currently involved in the evaluation of programs in compensatory education, special education, bilingual education, and children's television.

Hispanic Office of Planning and Evaluation, Inc. (I.#16)
14 Somerset Street, 2nd Floor
Boston, MA 02108
(617) 723-5630
Director: Carmen Canino
Founded: 1970

HOPE is a non-profit organization of about 200 members of mixed Spanish origin. Financial support is from HEW, foundations, and trusts. HOPE tries to improve the status of Hispanic peoples through bilingual education projects (technical studies), a clearinghouse for communication between Hispanic groups, an employment and human resources bank (in cooperation with the State Manpower Area Planning Council), cultural exchange among various nationalities of Hispanic origin, and by evaluating agencies and programs affecting Spanish speaking people. A newsletter is available free, but annual membership is encouraged. HOPE has helped place 228 students in post-secondary institutions and has generated more than $400,000 in financial aid funds.

Institute for Development of Home-School Programs (I.#17)
Merrimack Education Center
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985
Home/School League Coordinator: Ann Murray
Founded: September, 1975

The Institute is a non-profit organization financed by the Merrimack Education Center and IGE (Individually Guided Education) funds. The Institute works with parents and educators to improve school/home communication and community involvement in the classroom. Effective Parent Advisory Councils, Volunteer Programs, Ways Parents Can Help Their Child Succeed in School, and Parent and Teachers Talking Together are workshop topics offered by the Institute. Other services of interest to citizens inlcude newsletters, accredited courses, handbooks, and posters and pamphlets on these and other topics.

Massachusetts Advocacy Center (I.#18)
2 Park Square
Boston, MA 02116
(617) 357-8431
Director: Larry Brown
Founded: 1973

The Mass Advocacy Center is a non-profit organization which monitors compliance with and enforcement of state and federal laws affecting children. The Center is financed through national and local foundations and private contributors. Current projects include rights to education for young pregnant women and others excluded from public education; and work for special education, vocational education, school nutrition, and citizen involvement in education. In addition, the Center is working on projects related to the use of children as research subjects, juvenile justice, an[illegible] public access to public records. MAC has a case advocacy unit which represents 500 parents and children each year. It provides parent/citizen training in case and class advocacy, offers legal representation in litigation, and publishes books, pamphlets, and reports.

Massachusetts Children's Lobby (I.#19)
Boston University George Sherman Union, Room 435
735 Commonwealth Avenue
Boston, MA 02215
(617) 353-3642
President: Freda Rebelsky
Founded: 1972

The Children's Lobby is a non-profit, private organization with 600 members, funded through membership dues. It serves a broad group of citizens throughout the state. Its major functions are to lobby for more effective state policies and programs for children and their families, and to disseminate public information on issues of day care, youth employment, special education, child abuse, and malnutrition. The Lobby also sponsors workshops, and publishes a monthly newsletter.

Massachusetts Coalition for Human Rights (I.#20)
78 Beacon Street
Boston, MA 02108
(617) 742-2120, x394
Executive Director: Elaine Kistiakowsky
Founded: 1975

The Coalition is a voluntary association of about 50 statewide and Boston area organizations including civic and religious groups; political, business, and labor groups; and social agencies. Financial support is from dues, publication sales, grants, and gifts. Through research, information sharing, joint action, and advocacy, the Coalition encourages quality integrated education and open nonsegregated residential communities. The Coalition also promotes programs for youth employment, job training, and counseling as well as civil rights law compliance. It also monitors Boston school desegregation and works for more parent involvement in Boston schools. A Resource Guide for Quality Integrated Education in the Greater Boston Area and an organizational newsletter are available from the Coalition.

New England School Development Council (I.#21)
[illegible] Chapel Street
Newton, MA 02160
(617) 969-1150

NESDEC is a non-profit organization created to improve education throughout New England. NESDEC represents approximately 250 school districts in New England whose superintendents elect the officers of the corporation and an Executive Committee which governs the council. NESDEC is financed through membership dues, contracts from local, state, or federal governments, and grants from foundations and other private or public institutions. NESDEC offers the following services: regional council meetings to share information among members, conferences on particular topics of concern, workshops on specific skills, several publications on issues, and field services. Any public school district or new school in New England may become a member, and districts outside of New England may join as associate members.

Research Institute for Educational Problems, Inc. (I.#22)
29 Ware Street
Cambridge, MA 02138
(617) 868-0360
Director: Milton Budoff
Founded: 1964

RIEP is a non-profit organization supported by federal, state, and local grants for research, training, and child and program evaluation. RIEP is a consortium of psychologists, sociologists, a lawyer, and educators concerned with psychological, social, and educational problems of school-failing children, particularly those with handicapping conditions. The Institute is currently studying the effects of provisions for due process safeguards on special education programs, and the facilitation of language acquisition for moderately and severely language impaired children. It also examines topics in the normal development of thinking. Other issues of concern include mainstreaming, evaluation of special education programs, the effects of labeling on school age children, and the concepts which children attach to labelled children. One major line of research has always concerned the development of normal children, especially as this information relates to the handicapped child's functioning and problems in functioning. A number of studies, reports, and reprints are available on a variety of topics. A listing is available upon request.

Teaching Resources Corporation (I.#23)
100 Boylston Street
Boston, MA 02116
(617) 357-8446
Founded: 1964

Teaching Resources Corporation is a wholly-owned subsidiary of "The New York Times." It publishes and sells educational materials. Clients are professional educators, especially those working with special needs and early learning fields. Current projects seek to create manipulative-format educational materials that combine motor, visual-motor, perceptual/cognitive and language skills. Schools and public libraries use these materials as do parents who wish to supplement their child's development at home. TRC publishes an annual catalog of its publications.

Vocations for Social Change (I.#24)
353 Broadway
Cambridge, MA 02139
(617) 661-1570
Founded: 1970

VSC is a collectively-run non-profit organization supported by donations, publication sales, honoraria, and small grants. VSC is concerned with issues of work, social change, and vocation. Their resource center provides information on people and organizations working for social change, materials in areas including health, education, women, and media, and job listings. VSC offers one-to-one counseling for people dissatisfied with their work lives, and works to solve on-the-job problems. Workshops and discussion groups are offered on a regular basis. VSC is currently involved in projects concerning unemployment laws and labor information. These projects provide counseling for people applying for benefits and preparing for appeals hearings, and provide information about workplace organizing. Through these projects VSC hopes to ensure fair determinations and hearings, and to build solidarity among working people. Publications on related topics are available from VSC.

Governor's Conference on Education (I.#25)
PO Box 563
Jefferson City, MO 65101
Executive Director: Marcia K. Nodiff
Founded: 1975

The Conference is a statewide organization created in response to citizen demands and interests, funded by foundations, businesses, corporations, and other sources of support. In 1976 the 645 delegates adopted recommendations about elementary and secondary educational financing, governance, vocational education, early childhood, parent education, and accountability. An Implementation Committee was established to assure implementation of the recommendations in the areas of legislative action, State Board of Education and executive action, and local school district action. Volunteers and members are involved in local workshops; publish an information bulletin; and communicate about Conference recommendations with legislators, appropriate state and local agencies, and interested organizations.

The New England Program in Teacher Education (I.#26)
Box 550 Pettee Brook Offices
Durham, NH 03824
(603) 868-5566
Director: Roland Goddu
Founded: June, 1970

NEPTE is a non-profit organization supported by contracts from state and local education agencies. NEPTE's main objective is to improve teacher education and classroom practice by involving teachers, parents, community members, and other educational personnel in the processes of needs assessment, the design, the implementation, and evaluation of education activities. The Program's major efforts are directed towards serving areas and agencies that have been neglected by existing education programs and developing procedures that involve the community served by a given program. A special program effort focuses on Native Americans in the northeast. NEPTE's component in educational development provides technical assistance and training through workshops, seminars, courses, consultation, and information dissemination. The Program is also concerned with the issues of school/community partnerships, services for special needs children, and staff development. A variety of reports and publications of interest to concerned citizens are available from NEPTE.

Association for Children with Retarded Mental Development, Inc. (I.#27)
902 Broadway
New York, NY 10010
(212) 677-5800
Executive Director: Ida Rappaport
Founded: 1951

The Association is supported by the city, state, and federal government, as well as by voluntary contributions. It has approximately 3,500 members. The Association's objective is to promote the development of all levels of services for mentally retarded persons -- without regard to race, color, or creed. The Association provides educational, rehabilitative, recreational and residential services. It is concerned with the educational issues of centralization, mainstreaming, and regional program implementation. Some of the Association's current programs include activities for daily living, work study programs, and sheltered workshops. The Association organizes activities for concerned local groups, maintains a speakers' bureau, and will represent groups before governmental bodies. Brochures and monthly reports are available upon request.

Educational Change Associates, Inc. (I.#28)
PO Box 120
Mamaroneck, NY 10543
(914) 967-6125
President: Don Thomas
Founded: 1974

ECAI provides consulting services to elementary and secondary schools, districts, systems, and agencies. Services consist of problem analysis, development of plans and timetables, assistance on implementation, and evaluation of performance and results. ECAI also organizes and conducts seminar and workshop sessions for boards, superintendents, principals, teachers, parents, students, and the public on topics concerning change. They provide materials and information required for change programs and will assist in personnel searches and evaluation. The main objective of ECAI is to assist the change process in schools to meet modern needs.

Educational Policy Research Center (I.#29)
Syracuse Research Corporation
Merrill Lane, SKYTOP
Syracuse, NY 13210
Contact: B. Kaplan, M. Webster
Founded: 1967

The Center is a non-profit organization funded by federal, state, and local educational contracts. It performs research and conducts workshops on a wide variety of topics concerned with public policy analysis and local planning. Current issues of concern are the administration of Title I funds at the state and local levels, including the role of Parent Advisory Councils; "systematic" educational innovation; instructional television; and competency-based post secondary education. Though most of the work of EPRC has been at the state and federal levels, it has sponsored planning and community participation workshops. Research reports, exploratory reports, and working drafts as well as Notes on the Future of Education are available from EPRC.

The Futures-Invention Project (I.#30)
Syracuse Research Corporation
Merrill Lane
Syracuse, NY 13210
(315) 425-5157
Director: Warren L. Ziegler
Founded: January, 1976

The Futures-Invention Project is concerned with enabling citizens and organizations to participate in long-range problem solving and planning. It is funded by the organization and community groups sponsoring the project. Center activities include residential and non-residential workshops lasting from three to five days and seminars, offered for longer periods of time. The Project helps people develop goals and strategies for change. It is involved in social action research and evaluation. Publications on the topic of futures-inventions and action planning are available from the Project.

New Careers Training Laboratory (I.#31)
185 Fifth Avenue
New York, NY 10010
(212) 924-4777
Director: Vivian C. Jackson
Founded: 1968

NCTL is affiliated with the City University of New York and is supported by federal and local grants and contracts. This organization works to improve the quality of human services through a number of different projects. Concerns of NCTL include: staff training to develop schools where children learn by teaching; in-service education for teachers and para-professionals, and the training and retraining of people educating the handicapped. NCTL publishes New Human Services Review and distributes a variety of other materials from their office.

Northern Westchester Resource Network (I.#32)
Butler Sanctuary
Chestnut Ridge Road
Mt. Kisco, NY 10549
(914) 666-7963
Coordinator: Richard A. Sussman
Founded: 1973

The Resource Network is part of the Westchester Community Service Council, a non-profit organization. The Network consists of members from a broad range of agencies, institutions, and communities, some in the local area and many f further afield. The Networks' objective is to improve the effectiveness of people in institutions by linking them together in resource exchanges. Issues are career education and decision-making, integration of life-long learning and work, and the relationship of graduate education to community needs. The Network has developed programs that tie together faculty and students of graduate schools and colleges with members of community institutions of government, industry, social service, and education. This Network is a useful model for the development of similar organizations elsewhere.

Retarded Infants Services, Inc. (I.#33)
386 Park Avenue, South
New York, NY 10016
(212) 889-5464
Executive Director: Gerard William O'Regan
Founded: 1954

The Retarded Infants Services is a non-profit organization of approximately 100 members. It is funded by the New York State Department of Mental Hygiene, the New York City Department of Mental Health and Mental Retardation Services, and private funding. Services consist of information and referral, family counseling, home aides to help the family care for a retarded child, recruitment of foster homes, early identification and intervention (prevention service), and the Step One Children's Center. The Center is a family-oriented day care program for children one to five years of age who show a developmental lag. This program aims to prevent the development of functional mental retardation in disadvantaged children. Information or services as well as a newsletter and brochures are available from the New York office.

Center for Creative Leadership (I.#34)
5000 Laurinda Drive
PO Box P-1
Greensboro, NC 27402
(919) 288-7210
President: John W. Red, Jr.
Founded: 1970

The Center for Creative Leadership is largely funded by the ith Richardson Foundation and focuses on training present and future leaders. The majority of its activity is connected with business, government, educational, and public service groups who seek training in leadership development. The objective of the Center is to translate the knowledge of the behavioral sciences into useful tools for leaders in organized endeavors. It is concerned with the educational issues of student motivation, development of effective classroom management, and leadership development for principals and administrators. Current programs include a Seven-Day Leadership Development Program, Performance Appraisal Research, organizational simulation research, and Teams-Games-Tournament (small group training techniques). The Center offers programs utilizing group resources and leadership development to local citizen groups. The CCL newsletter, annual and technical reports, and the text and materials for the Seven-Day Leadership Development Program are available from the Center.

Citizens' Council for Ohio Schools (I.#35)
517 The Arcade
Cleveland, OH 44114
(216) 621-5220
Director: Laurence T. Mayher
Founded: 1974

The Council consists of an executive committee and trustees from throughout the state with no general members. It is funded by foundations and corporate contributions. Objectives are to create public awareness and understanding of major issues in elementary and secondary education, and to develop and implement ways of dealing with them. The Council's activities are research; publication of reports; monitoring state programs; influencing state and local policy; and holding forums and seminars on issues of desegregation, school finance, school attendance, and citizen participation. It provides resources and background information on issues and current school procedures and proposals. The Council has improved public understanding of new desegregation plans, aided in the adoption of a program of cost accounting and teacher education, clarified a new plan for state aid in future school financing, and stimulated interest in citizen participation and local planning.

Citizenship Development Program (I.#36)
Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681
Founded: 1972

This program is funded by the OSU Mershon Center and state and federal grants. Its objective is to promote citizen competence by developing educational programs using school and community resources to help people acquire basic citizenship skills such as decision-making, facilitating citizen and community participation in the civic education process, directing university research to educational problems concerned with that issue, and bringing new knowledge about political life to the schools. It recently completed a curriculum product for grades 4-9 on citizen decision-making skills, and is currently developing a community-based approach to global education in elementary and secondary schools. The Program provides technical assistance to clients and offers development, and design services in response to particular needs. Publications are available from the Program.

Community Service, Inc. (I.#37)
Box 243
Yellow Springs, OH 45387
(513) 767-2161
Co-directors: Jane and Griscom Morgan
Founded: 1940

Community Service Inc. is a non-profit organization with about 450 members supported by membership dues and contributions. The Service is a center for research, action, and communication on the small community and intentional community, concerned with social change and community cohesiveness. It acts as a clearinghouse for information on intentional communities. Major functions are providing direct services to communities, consultation, and providing information about intentional communities, Land Trusts, and economics. Folk schools and community centered schools are educationally related issues. The Service prints a newsletter and other publications, holds conferences, and works as a referral service and consultant agency for citizen groups.

Institute for the Study of Civic Values (I.#38)
401 North Broad Street, Room 810
Philadelphia, PA 19108
(215) 922-8960
Director: Edward Schwartz
Founded: 1973

The Institute is a non-profit organization which services neighborhood and labor organizations. Its primary concern is the relationship of the school to the workplace and the community. The Institute is supported by foundation grants and state funds. It examines issues of public policy concerning civic values -- particularly justice, community, and participation. The Institute conducts research on how public and private institutions influence neighborhood political and community development and sponsors forums, programs in citizen education, and materials. Current programs include a Civic Values Task Force which sponsors studies on issues and politics; a Neighborhoods Project for neighborhood development; the Neighborhood Leadership Academy for training leaders; and a Youth Council to promote community and job programs for youth. Research reports, a regular newsletter on neighborhood issues, and curriculum materials for adult citizen education are available.

Highlander Research and Education Center (I.#39)
RFD 3, Box 370
New Market, TN 37820
(615) 933-3443
Director: Mike Clark
Founded: 1932

The Center is a private, non-profit organization supported by private foundations and individual contributors. The Center is involved in educating people who are working for social change, primarily in Appalachia and the South. Highlander runs workshops on topics ranging from strip mining to alternatives in education to Appalachian music. Highlander staff have helped organize pioneer CIO members, civil rights workers, and other politically impotent groups -- Chicanos, Native Americans, Blacks, and urban welfare recipients. Highlander Reports, a quarterly publication, is available from the Center.

Community College of Vermnot (I.#40)
Central Office
94 Main Street
Montpelier, VT 05602
(802) 828-2401
President: Peter Smith
Founded: 1970

The Community College has four regional sites. Students are area residents from 16 to 80 years old, averaging 30. Two-thirds are employed; more than half are lower income; two-thirds are female. It is funded by state appropriations, grants, and tuition. The college attempts to serve educational needs of Vermonters by providing opportunities for degrees, employment skills, and personal development. Primary concentration is competency-based education; out-of-classroom learning; individualized study plans; and the management of community-based educational institutions, including the development of learning situations responsive to identified community needs. Many of its classes are in community buildings, used more actively as community centers. The college offers auxiliary programs to high school students.

Mid-Atlantic Center for Community Education (I.#41)
University of Virginia
School of Education, Ruffner 217
Charlottesville, VA 22903
(804) 924-3625
Director: Larry F. Decker
Founded: 1971

The Center is a cooperative effort of the University of Virginia School of Education and the Charles S. Mott Foundation. Special projects are also supported by grants from the U.S. Office of Education (HEW). The Center's main objectives are to encourage community education development throughout the Mid-Atlantic region through training, technical assistance, and information dissemination. Issues of concern are: the role of educational systems in community development, encouraging greater citizen involvement in the community's decision-making processes, and the development of interagency programs for meeting comprehensive community service needs. The Center provides information and consultation to help organize, implement, and evaluate community education programs, and is directly involved in the training of community leaders. The University of Virginia Center serves as the regional coordinating representative for the Mid-Atlantic Consortium which is comprised of universities, state departments, and school systems.

Citizen Participation Curriculum Project (I.#42)
University of Wisconsin
225 North Mills Street
Madison, WI 53706
(608) 263-6262
Director: Fred M. Newmann
Founded: 1976

A short-term project funded by the Rockefeller Family Fund, to assist schools in developing citizen action curriculum. Their newly produced publication, "Skills in Citizen Action: An English-Social Studies Program for Secondary Schools" proposes a comprehensive new program in citizenship emphasizing communication skills, moral deliberation, realities of the political-legal process, community-based learning, and use of media. The book offers rationale, programmatic suggestions, and an annotated bibliography to help teachers and administrators develop curriculum appropriate for local schools, and is available from the above address.

National Organizations

Center for the Study of Parent Involvement (I.#43)
5240 Boyd
Oakland, CA 94618
(415) 658-7557
Director: Dan Safran
Founded: July, 1973

CSPI is a non-profit voluntary organization supported by subscriptions, publication sales, and occassional workshop fees and donations. The Center's major concern is parent involvement in education. CSPI provides training and assistance to parents, teachers, administrators, and teacher educators to strengthen parent/school/community communication and involvement. The Center works to increase awareness of parent needs and parental perspectives of education among parents and educators. CSPI has sponsored the first National Conference on Parent Involvement. The Center is currently conducting a survey of chief state school officers' views on parent involvement. CSPI offers workshops, materials, and publications of interest to parents, teachers, administrators, and concerned citizens.

Far West Laboratory for Educational Research and Development (I.#44)
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000
Director: John K. Hemphill
Founded: 1966

The Far West Laboratory for Educational Research and Development is a public non-profit agency organized under authority of Title IV of the Elementary and Secondary Education Act of 1965. From its inception, the Laboratory has been recognized as a regional educational laboratory and has devoted its efforts to carrying out research, development, evaluation, and and dissemination in education. As an educational institution, the Laboratory maintains a unique position. It was created through a joint powers agreement among public education agencies in California, Nevada, and Utah. This interagency agreement affords the Laboratory an opportunity to be attuned to the needs and concerns of educational practitioners at many levels while at the same time keeping policies independent of the priorities of any single agency. As a result, the Laboratory has developed expertise in programmatic areas of local, regional and national concern. The mission of the Far West Laboratory is to contribute to the improvement of the quality of learning experiences that support the values and functions of a humanist society. The Laboratory has devoted major effort to research and development in teaching, technical assistance, education dissemination and change, equity, and education and work.

Center for Research and Education (I.#45)
2010 East 17th Avenue
Denver, CO 80206
(303) 388-6311
Executive Director: Collins Reynolds
Founded: 1962

CRE is a non-profit organization whose principal services are training, education, evaluation, research, program design, and the production of supporting materials. It is funded by revenues from consulting services and publication sales. One of its major areas of activity has been to assist Americans in adapting to foreign cultures and to function effectively while living and working abroad. The Peace Corps and the U.S. Navy have been two of CRE's largest clients. Services in other areas of education have included a survey of adult education needs, the development of new Teacher/Trainer methods, a design for a library services program for the elderly, and production of an environmental education master plan.

Coalition of Indian Controlled School Boards, Inc. (I.#46)
811 Lincoln Street
Denver, CO 80203
(303) 837-8016
Executive Director: Herchel Sahmaunt
Founded: 1971

The Coalition is a non-profit organization supported by federal legislation for education foundations. The Coalition is concerned with problems related to the maintenance of education programs for Indians, and it advocates greater Indian involvement in their administration and operation. It provides information and technical assistance for local educational problems of its member organizations, schools, boards, and parent advisory committees. An organizational newsletter is available upon request.

Education Commission of the States (I.#47)
1860 Lincoln, Suite 300
Denver, CO 80295
(303) 893-5200
Executive Director: Warren Hill
Founded: 1966

ECS is a non-profit interstate organization. Forty-six states, the Virgin Islands, and Puerto Rico are represented by commissioners who are state legislators, governors, or education leaders in the fields of early childhood, elementary, secondary, and post-secondary education. It is funded by appropriations from member states and through federal and foundation grants and contracts. The objective of the Commission is to improve education at the state level by fostering cooperation among governors, legislators and education decision-makers. It encourages the exchange of information about legislation in education and practices among the states. It also provides a forum for the development of public alternatives in education and works to improve state and federal cooperation in education. Twenty-one education priorities have been identified by the Commission and are reflected in ECS programs; the most important are education finance, accountability, and basic skills. ECS currently runs some 20 projects on themes ranging from child development and child abuse to evaluating statewide planning. The National Assessment of Educational Progress is the largest project. ECS provides information and technical assistance services to member states and occasionally to local groups, especially if requested by a member state. Many newsletters and reports are available from ECS, including Compact magazine and a "Legislative Review". A publications list is available from the Communications Department.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway (I.#48)
Boulder, CO 80302
(303) 492-8434
Director: Irving Morrissett
Founded: 1970

ERIC/ChESS is one of sixteen clearinghouses which comprise the Education Resources Information Center, funded by NIE. It focuses on many social studies/social science related documents and journal articles which it abstracts, annotates, and indexes for the ERIC monthlies: Resources in Education, and Current Index to Journals in Education. ERIC/ChESS provides information on current topics of interest to educators and persons involved in education decision-making through its Computer Search Service. Training workshops about the computer search process are available to citizen groups.

American Association of University Women (I.#49)
2401 Virginia Avenue, N.W.
Washington, DC 20037
General Director: Helen B. Wolfe
Founded: 1882

AAUW is a non-profit organization of 190,000 members with branches in every state. It is open to women graduates of accredited four-year institutions of higher education. Financial support is from membership dues. One of AAUW's objectives is to secure equal opportunities and advancement for women in education as well as in industry, government, and the professions. AAUW provides continual educational programs and activities, and encourages informed action. AAUW has supported efforts to ratify the Equal Rights Amendment both financially and through materials, and by providing knowledgeable spokespeople at the local level. Members have testified for federal aid to education, helped elect women to school boards, monitored Title IX, and examined sex-role stereotyping in elementary textbooks and throughout society. At the national level AAUW lobbies for education bills as well as those relating to community and foreign and cultural policies. Since 1888 when the Association provided the first fellowship to a woman for advanced study, AAUW has awarded nearly 3,300 fellowships to women of the United States and 81 other countries. The American fellowships enable women to complete doctoral dissertations, do postdoctoral research. or complete the final year of study in law, medicine, dentistry, veterinary medicine, and architecture. AAUW publishes a magazine, and many resource publications.

Black Child Development Institute, Inc. (I.#50)
1463 Rhode Island Avenue, N.W.
Washington, DC 20005
(202) 387-1281
Board President: Kenneth Haskins
Founded: 1970

BCDI is a non-profit organization funded primarily by foundation grants and membership dues. It is concerned with public policy, research, and direct services that affect children and youth generally, Black children specifically. Currently BCDI has seventeen affiliate groups across the country. Technical assistance to these affiliates consists of in-service training, public policy awareness, information dissemination, publications and consultant referral. The child welfare unit of BCDI is concerned primarily with adoption. This includes the older Black child, handicapped child, child abuse and adoption advocacy. The public policy component monitors legislation, regulations, policies, and programs at the federal, state, and local level which have a direct impact on Black children and families. BCDI conducts training institutes and seminars in curriculum and child development and training is a part of the format at the annual national conference. The newsletter "The Black Child Advocate" is distributed to its members. Other publications, reports, and seminar papers are available from the national office.

Center for Community Change (I.#51)
1000 Wisconsin Avenue, N.W.
Washington, DC 20007
(202) 338-7540
Founded: 1968

The Center for Community Change is a non-profit organization funded by Ford, Lilly, and other foundations. The objective of the Center is to develop and strengthen independent, multiissue community groups located in poor and/or minority areas. The Center provides technical assistance at no charge to those groups. It is concerned with the issue of community control. Current projects involve neighborhood revitalization and rural development. The Federal Programs Monitor and citizen action guides on general revenue sharing, CETA, and community development block grants are available from the Center.

Center for Governmental Studies (I.#52)
PO Box 34481
Washington, DC 20034
(301) 340-6470
President: Howard W. Hallman
Founded: 1969

The Center is a non-profit organization funded by government contracts and foundation grants. The Center provides technical assistance to citizens, and conducts research and educational activities related to local, state, and federal government. The Center's interests include community development, administrative and political decentralization, metropolitan reorganization, employment and training programs, and other human resource programs. The Center publishes a monthly information exchange bulletin called Neighborhood Ideas.

Children's Defense Fund of the Washington Research Project
1520 New Hampshire Avenue, N.W. (I.#53)
Washington, DC 20036
(202) 483-1470
Contact: Steven Goode
Founded: 1973

This national, non-profit organization provides long-range and systematic advocacy on behalf of the nation's children, including the reform of institutions, policies, and practices affecting the lives of children. Major support is from foundation grants. CDF works to identify particular problems that seriously affect large numbers of children and which raise issues which can lead to broad institutional reform. Current issues that CDF is addressing include: The right to education for children who have been excluded or misclassified, the right of all children to adequate health care, the right of all children to receive fair and humane services under the juvenile justice system, and the rights of children to comprehensive child development services. Action taken on these issues includes litigation, research, information sharing, model legislation, federal policy monitoring, investigative reports, negotiation and public education. CDF will provide information and technical assistance to local community groups. Advocacy handbooks and publications are available from the above address.

Coalition for Children and Youth (I.#54)
1910 K Street, N.W., Suite 800
Washington, DC 20006
(202) 785-4180

CCY is a non-profit coalition of various groups and individuals concerned with serving the needs of children and youth. CCY is supported by foundation grants, membership dues, conferences, and publication sales. The Coalition is designed to provide a forum for the exchange of ideas on legislation, policies, and programs affecting youth, as well as to monitor relevant legislation and program implementation. Technical assistance is offered to groups seeking grants and funding. The Coalition works to build networks for information and strategy sharing among advocate groups. Five task forces focus on the issues of child care, foster care and adoption, health care, welfare families, and juvenile justice and youth development. Directory for Child Advocates, America's Children -- a fact book of statistics on children and families, a monthly newsletter, and other publications are available from the Coalition.

Council for Basic Education (I.#55)
725 15th Street, N.W.
Washington, DC 20005
(202) 347-4171
Founded: 1956

The Council for Basic Education is a non-profit organization advocating greater emphasis on teaching basic subjects in American schools, especially English, mathematics, science, history, foreign language and the arts. It has approximately 4,700 members who are educators, citizen groups for quality education, and interested parents. The Council is supported by membership and subscription dues, foundation grants, and royalties. It maintains an information service program and an educational studies program. The Council is currently preparing a book on the back-to-basic trends in schools. It sells publications on basic education including books, occasional papers, and the CBE Bulletin, and serves as an information clearinghouse on basic education.

Day Care and Child Development Council of America, Inc.
Children's Embassy (I.#56)
622 14th Street, N.W.
Washington, DC 20005
(202) 638-2316
Executive Director: Theodore Taylor
Founded: 1956

Day Care is a non-profit advocacy organization committed to increasing the availability of child services and raising the quality of child care programs. The Council works with local child care organizations, advocacy groups, and city governments in implementing projects financed through local and state foundations and city governments. National membership is about 6,000 from all states and represents a coalition of concerned citizens -- professionals, parents, and community people. DCCDCA provides data and information services, technical assistance to child care projects and community organizations, public education materials for local and regional use in child care programs, and national forums. DCCDCA is currently developing policy statements with program guides on delivery mechanisms for child care services, as well as developing a program for the Children's Embassy, to be based in Washington, DC. DCCDCA material has been used in high school courses and career centers.

Federal Education Project of the Lawyers' Committee for
Civil Rights Under Law (I.#57)
733 15th Street, N.W.
Washington, DC 20002
(202) 628-6700
Director: Linda Brown
Founded: 1975

The Federal Education Project is a non-profit organization funded by private foundations. Its objectives are to promote participation by parents and other citizens in federal, state and local education programs; to create legal and sensible administration and enforcement of Title I, vocational education and anti-discrimination laws; and to provide useful information (newsletters, manuals, etc.) concerning these issues. Major functions of the Project are to monitor and influence administration, offer technical assistance to parents and other interested citizens, share information resources, and litigate (free). The Project has produced handbooks and materials on Title I, new vocational laws and two recent publications, New Legal Requirements for Parent Involvement and A Handbook on Title I Applications. These publications as well as a monthly newsletter are available from the Washington office at no cost for single copies.

The Home and School Institute, Inc. (I.#58)
Trinity College
Washington, DC 20017
(202) 269-2371 or 362-9066
Director: Dorothy Rich
Founded: 1965, officially incorporated 1972

e Home and School Institute serves the social service workers, community institutions, schools, and families with mutually supportive programs in research and publications. Its goal is to develop a working partnership between families and community institutional support systems. HSI works with human service agencies and schools to design staff training and special curricula for families. Programs are cost-effective and replicable in such areas as school to home-based learning (Project HELP), services for the handicapped child, Title I training for teams of teachers and parent-paraprofessional aides. HSI also works directly with families to strengthen the parenting role and to improve the health and well being of family members.

The Humane Society of the United States (I.#59)
2100 L Street, N.W.
Washington, DC 20037
President: John Hoyt
Founded: 1954

The Humane Society is a charitable, non-profit membership organization with local branches throughout the United States. Its main objective is to promote humane education directed particularly to young student audiences. The Society provides curriculum materials, sponsors the National Association for the Advancement of Humane Education and a corresponding journal, and seeks citizen support of state mandates requiring that humane education be taught in the public schools. The Humane Society also sponsors teacher training seminars on the curriculum and offers a youth publication, KIND, which has a Teacher's Edition.

ational Alliance of Businessmen (I.#60)
1730 K Street, N.W.
Washington, D.C. 20006
(202) 254-7105
Founded: 1968

The Alliance has gained the support and involvement of more than 100,000 employers in its adult corrective and youth preventive programs. The Alliance continues today as the only national, business-based, voluntary organization working on behalf of the unemployed poor and needy youth. Based in Washington with branches in major cities, the Alliance is a partnership of business, education, labor and government working to create jobs and provide training for low-income people, youth, Vietnam veterans and ex-offenders in the private sector. Operating expenses are paid by a grant from the Department of Labor, but most staff members are business executives on loan who are paid by their companies while working for the Alliance. Other services include career guidance institutes, vocational exploration programs, job campaigns and other programs related to business/education cooperation in job development. The Alliance publishes a quarterly magazine, Working, a monthly newsletter, JFV Report, and a book, Dictionary of Desperation, available from its Communications Department.

National Association for Child Development and Education (I.#61)
500 12th Street, S.W., Suite 810
Washington, DC 20024
(202) 484-0140
Founded: 1973

ACDE is a non-profit organization supported by its membership of 1,500. NACDE works to improve the quality of child care and represents providers of child care services. NACDE's current projects include attempts to preserve the cosmopolitan character of child care delivery systems rather than have them assigned to a single vehicle (public schools). The Association provides guidance to citizens interested in quality cost-effective child care services. Two periodicals, Child Care Journal (bi-monthly) and Chalk Talk (monthly newsletter) are available from NACDE.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W. (I.#62)
Washington, DC 20009
(202) 232-0877
Founded: 1926

NAEYC is a non-profit organization with over 28,000 members and a nationwide network of more than 210 affiliate groups working at the local, state, and regional levels. Their purpose is to serve and act on behalf of the needs and rights of young children, with primary focus on the provision of educational services and resources. Financial support comes from membership dues, conferences, and publication sales. NAEYC activities include an annual conference, special conferences, a bi-monthly journal, information services, week of the Young Child Observances, and separate publications. The journal "Young Children" as well as other publications are available.

National Association of Neighborhoods (I.#63)
1901 Q Street, N.W.
Washington, DC 20009
(202) 234-9382
Director: Milton Kotler

This is a national association of 150 activist neighborhood organizations and citywide coalitions in sixty cities. Seventy percent of the membership is concentrated in the East Coast. Conference fees, membership dues, and subscriptions to the monthly "NAN Bulletin" provide the major sources of support. NAN works to equalize and improve the level of political development of neighborhood leaders and organizations, and to promote neighborhood responsibilities and rights through communication and exchange of ideas. Two annual national conferences surface new tasks. NAN has task forces on citizen education, model legislation, neighborhood information, housing and community development, block grants, human rights, and neighborhood labor relations. The task forces work with the Congress and individual state legislatures to promote enabling legislation and programs.

National Audio Visual Center (I.#64)
General Services Administration
Washington, DC 20409
(301) 763-1896
Director: John H. McLean
Founded: 1969

NAVC is a non-profit government agency supported by appropriated and trust funds. The Center makes federally produced audio-visual materials and program information available to the public. The slides, films, filmstrips, audio-tapes, and multimedia kits distributed serve a wide variety of educational purposes. Various catalogues, brochures, filmographies, and a Directory of U.S. Government Audiovisual Personnel are available from the Reference Section of the Center.

National Center for Law and the Deaf (I.#65)
Seventh and Florida Avenues, N.E.
Washington, DC 20002
(202) 447-0445
Directors: Sy DuBow, Glenn Goldberg
Founded: 1975

NCLD is a non-profit organization which offers assistance to deaf and hearing-impaired persons. It is funded by the

Office of Education, HEW, the Office of Consumer Education, and the Eugene and Agnes Meyer Foundation. Its objective is to provide legal representation, services, information, and educational opportunities to the deaf and hearing-impaired community. Legal representation includes individual legal counseling. NCLD offers educational workshops which explain the law and law-related issues to deaf groups and organizations throughout the country. It is especially concerned with combating discrimination against deaf people in employment, insurance and education. NCLD monitors Federal and State Legislation benefiting the deaf and hearing-impaired and assists legislators on request. It is also active in administrative proceedings on behalf of the deaf, particularly with T.V. captioning and hearing-aid sales practices. NCLD also teaches a course on Law and the Deaf and assists deaf students who want to go to law school. NCLD publishes a newsletter. Documents are available upon request.

National Center for Voluntary Action (I.#66)
1783 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 797-7800
Director of Technical Services Division: Saralei M. Farner

NCVA is a non-profit organization that provides education, training, and technical assistance to a network of over three hundred Voluntary Action Centers throughout the country. Major sources of financial support include corporate donations, foundation grants, individual gifts, and government grants and contracts. The goal of NCVA is to stimulate and strengthen the involvement of volunteers and voluntary organizations in problem solving. Major services include training, technical assistance provided through a volunteer consultant network, coordination of national voluntary organizations around advocacy-related issues, preparation of a variety of "how-to" publications for volunteer administrators, and sponsorship of National Volunteer Week. A quarterly journal, Voluntary Action Leadership, and other publications are available.

National Coalition of ESEA Title I Parents (I.#67)
1010 Vermont Avenue, N.W., Suite 718
Washington, DC 20005
(202) 638-5466
Coordinator: Thomas Heatley
Founded: 1973

The Coalition is a non-profit organization of parents of Title I children, served by a 30 member board of directors representing its nationwide constituency. Foundation grants are the Coalition's major source of support. The major issue addressed by the organization is that of parent involvement in Title I programs. The Coalition sponsors an annual national in-service conference and provides technical assistance through workshops on a regional and individual school basis. A monthly newsletter is available from the National Parent Center (same address).

National Manpower Institute (I.#69)
1211 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 466-2450
President: John N. Gentry

The Institute is a non-profit organization serving the education and work sectors of communities throughout the country. It is funded through corporate subscription, foundation grants, and contracts. The Institute aims to develop policies and programs to improve the relationship between the institutions of work and education. It is concerned with the transition of youth from school to work, local citizen participation in educational decision-making, inadequate involvement of the community in career education, use of union negotiated tuition aid plans for adults, and women's rights and opportunities. The Institute currently sponsors a Work-Education Consortium Project, a study of negotiated tuition-aid plans, and a survey of government grants and contracts for women's rights and opportunities. It assists the collaborative process through the development of Community Education-Work Councils. It also provides an information exchange service on work-education initiatives through newsletters and conferences. The Institute provides two newsletters free, as well as selected staff papers at cost. Its greatest impact has been in presenting policy issues to educators and others, and acting as a catalyst for increasing work-education collaborative efforts.

National Consortium for Child Mental Health Services (I.#68)
1800 R Street, N.W.
Washington, DC 20009
(202) 462-3755
Founded: 1970

Membership consists of fourteen national organizations committed to children's mental health; grants provide most financial support. The Coalition meets quarterly and acts as an advocate for child mental health, tries to influence public policy, is a forum for information on change, and works to influence organizations. Of major concern to the group are children out of school with learning disabilities. Its major impact has been to influence the national PTA to examine the number of children excluded from public schools.

National Organization for Women (I.#70)
425 13th Street, N.W., Suite 1001
Washington, DC 20004
(202) 347-2279
Founded: 1966

NOW has over 600 chapters and state organizations in all 50 states. It is a non-profit organization with approximately 55,000 members, funded primarily through membership dues and contributions. Through a variety of activities, NOW is currently dealing with issues of sexism in schools, curriculum, employment, and extracurricular programs. NOW publishes a monthly newsletter entitled, "DO IT NOW." For information contact Anne Pride, 214 Dewey Street, Pittsburgh, PA 15218.

National Street Law Institute (I.#71)
605 G Street, N.W.
Washington, DC 20001
(202) 624-8217
Director: Jason Newman
Founded: 1975

The National Street Law Institute is an outgrowth of a six year old Georgetown University program in which law students teach law courses in public high schools, in juvenile and adult correctional institutions, and in a number of community settings. The Institute was created to promote increased opportunities for citizen education in law, and is involved in providing technical assistance, curriculum materials, and teacher training to school systems, law schools, universities, bar associations, legal service organizations, departments of corrections, and others interested in the establishment of law education programs. The Institute has developed a number of curricular and resource materials. A national text entitled Street Law: A Course in Practical Law has been published by West Publishing Company and is now available for use in secondary schools and in adult and community education programs. Also available are Street Law: A Course in the Law of Corrections, West Publishing Company (1976), and a number of technical assistance publications. Requests for information or assistance should be directed to Edward O'Brien.

National Urban Coalition (I.#72)
1201 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 333-2400
Technical Assistance Manager: Carroll Harvey

The National Urban Coalition is an urban action, education, and research organization combining efforts of minorities, businessmen, unions, local officials, women, and religious leaders to improve the quality of city life. The Coalition works through a network of local affiliates and cooperating organizations in more than thirty cities. Areas of major focus are housing, neighborhood revitalization, community-based crime prevention, youth unemployment, and urban education. Financial support comes from corporate donations, foundations, and government contracts. The Coalition offers technical and organizational assistance and broker funds to its local affiliates and associate organizations. It also provides information on current legislation through its newsletters, available from the Communications Division of the Washington office. Also available are several publications concerning urban issues. The Coalition has had a major impact on promoting school finance reform, bilingual/bi-cultural education, and career education in the cities.

National Women's Political Caucus (I.#73)
1411 K Street, N.W., Suite 1110
Washington, DC 20005
(202) 347-4456
Executive Director: Jane McMichael
Founded: 1971

NWPC is an incorporated membership organization with 40 state caucuses and 15,000 members. Its goal is to increase the number of women elected and appointed to every level of public office; to increase the number of women activists in political parties; and to provide a lobby on legislation affecting women. Financial support comes from membership dues and donations. NWPC is currently working to strengthen equal opportunity for women in education through lobbying and campaigning for pro-ERA state legislation. NWPC encourages and advises women officeseekers. Position papers are available on a variety of issues. "Women's Political Times" provides coverage of women in politics. NWPC also publishes a booklet on the press and public relations.

President's Committee on Employment of the Handicapped (I.#74)
1111 20th Street, N.W.
Washington, DC 20210
(202) 653-5067
Executive Director: Bernie Posner

The Committee is a government agency with a membership of 600 that works to insure equal employment opportunities for handicapped people. The Committee's major concern is the lack of educational, vocational, and industrial arts training for handicapped citizens. PCEH provides detailed information, materials, and guidance to concerned parents, individuals, and groups. Issues of concern include: employment assistance, job placement, training programs, and the accessability of buildings and facilities to handicapped people. Numerous brochures, handbooks, and publications are availble upon request.

Public Affairs Council (I.#75)
1220 16th Street, N.W.
Washington, DC 20036
(202) 872-1790
Founded: 1954

PAC is a non-profit national organization which provides specialized counseling for public affairs officers of over 300 member corporations throughout the country. It is funded through corporation dues. PAC offers training seminars to members on all aspects of public affairs and public opinion research. Its objective is to encourage corporate involvement in the community. PAC is concerned with the issues of business education, education for minorities, corporate aid to education, and consumer education. It assists citizen groups and education related resource centers. PAC issues a newsletter "IMPACT" to its members and has other publications available. The many conferences which PAC holds throughout the year provide a forum for corporations to share experience on areas of concern.

Public Citizen (I.#76)
1346 Connecticut Avenue, N.W., #1209
Washington, DC 20036
(202) 293-9142
Director: Ralph Nader
Founded: 1969

Public Citizen is a non-profit organization supported by private contributions. Public Citizen has developed a platform of proposals to permit consumers, taxpayers, and citizens to organize to shape government policies and hold accountable corporate power. Platforms have emerged from Public Citizen experience in research education, community organization, and litigation in the public interest. Concerns have ranged from consumer justice, hazardous drugs, contaminated food, and work-related diseases, to government abuses and secrecy, and the inequitable tax system. Current projects eminate from work carried on by the Health Research Group, Tax Reform Research Group, the Litigation Group, Congress Watch, Critical Mass, Citizen Action Group (to create and train Public Interest Research Groups to organize consumer protection and social change projects), and Public Citizen Visitors Center (to teach visitors to Washington D.C. ways to learn about and influence the Federal Government). Publications and information are available from these groups within Public Citizen.

Recruitment Leadership Training Institute (I.#77)
c/o Ms. Grace Watson
Career Education
U.S. Office of Education, ROB 3
Washington, DC 20208
(202) 245-2331

Though the Institute went out of existence in 1976, the list of films and materials which it produced are available from Ms. Watson. The Institute was a non-profit organization funded by the Office of Education. It was primarily concerned with the recruitment and training of minorities, women, school board members, artists, and professionals.

Rural America (I.#78)
1346 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 659-2800
Information: Henry Hyde or Peggy Borgers
Founded: 1975

Rural America is a non-profit organization of approximately 1,000 members concerned with rural problems and human needs. Membership dues, private foundations, and government grants support the organization. Rural America is involved in national policy research, public information, education, and advocacy designed to improve human opportunities in rural areas. This includes preparing and distributing educational materials, reports, studies, and other publications, as well as developing a broad coalition of concerned groups and individuals. The organization provides a clearinghouse for rural research emphasizing the impact of social and economic forces on policy in rural areas, monitors federal programs, works to increase public understanding of the causes and effects of unsolved rural problems, and acts as an advocate for rural peoples. Rural America also has two special projects: one is a Community Development project to monitor JUD's implementation of the Community Development Block Grant program; the other is a Rural Health project to study rural health needs and the federal and federal/state programs designed to meet these needs. The monthly tabloid newspaper "Rural-america," and other publications are available through the national organization.

The Urban Institute (I.#79)
2100 M Street, N.W.
Washington, DC 20037
(202) 223-1950
President: William Gorham
Founded: 1968

The Institute is a non-profit organization financed by contracts and grants from federal, state, and local governments, foundations, and corporations. It was established to study social processes and problems in urban areas, and to examine the effects of government actions on these problems. The Institute's programs include studying income distribution, labor markets, and the impact of government programs on income distribution; studying the impact of federal assistance programs, implemented through states and localities, on public service delivery including housing, transportation, social services, and health; analyzing operation and policies of states and localities in areas of police operations, criminal justice, land use, and state and local government management; and studying the nongovernmental processes shaping metropolitan areas to develop ways in which government intervention can improve life in the cities. The Institute publishes many books and reports; a publications catalogue is available.

Women's Equity Action League (I.#80)
733 Fifteenth Street, N.W., Suite 200
Washington, DC 20005
(202) 638-4560 or 638-2359
Founded: 1968

WEAL is a nationwide women's rights organization dedicated to improving the social, economic, and legal status of all women through education, legislation, and litigation. Ninety percent of its nationwide members are women. Dues and contributions are the main source of financial support. WEAL's main purpose is to lobby and monitor federal legislation. Projects are centered around reform of social security laws, termination of discrimination against women, implementation of Title IX, and vocational education. WEAL provides aid to women involved in sex discrimination cases. Its greatest impact has been to work for passage of the Vocational Education Act and promulgation of regulations implementing Title IX. WEAL publishes a "Washington Report", as well as a variety of other publications available through the national office.

The Youth Project (I.#81)
1000 Wisconsin Avenue, N.W.
Washington, DC 20007
(202) 338-5721
Executive Director: Len Conway
Founded: 1970

The Youth Project provides seed funding, technical assistance, and training to citizens involved in building local community organizations. It is funded through foundations, churches, and contributions from individuals. Field offices are in Washington, San Francisco, and Atlanta. The Project is especially concerned with the issues of property tax implications on school finance, equal provision of municipal services, and increasing the participation of citizens in community organizations. It serves as a liaison between foundations and local projects which need to be funded. It has recently published The Grass Roots Fundraising Book available through the National Office. Contact should be made directly with The Youth Project's regional offices.

National Task Force on Citizenship Education (I.#81)
PO Box 446
Melbourne, FL 32901
(305) 723-0211
Director: B. Frank Brown
Founded: 1975

The Task Force is a non-profit organization of approximately 20 committee members funded by the Danforth Foundation and the Charles F. Kettering Foundation. The Task Force promotes education for responsible citizenship through advocacy for citizenship, civics courses, and reform of elementary and secondary school curricula. A spring '77 publication, Education for Responsible Citizenship is available through McGraw-Hill Book Co., Scholarly Books Division, 1221 Avenue of the Americas, New York, NY 10020.

American Bar Association Special Committee on Youth Education for Citizenship (I.#83)
1155 East 60th Street
Chicago, IL 60637
(312) 947-3960
Director: Norman Gross
Founded: August, 1971

The Committee is a non-profit organization supported by an endowment from the ABA and other foundations. The Committee works to stimulate and encourage the development of programs about the law and legal system in elementary and secondary schools. The Committee offers consulting and clearinghouse services, produces guide books, conducts conferences, and performs research in the field. Among their publications are curriculum catalogues, a directory of programs, and a magazine discussing recent Supreme Court decisions, program ideas, and classroom materials and strategies.

Center for New Schools (I.#84)
59 East Van Buren, Suite 1800
Chicago, IL 60605
(312) 435-3838
Founded: June, 1971

CNS is a non-profit organization supported by grants from the National Institute of Education and the Carnegie and Joyce Foundations. The central aim of CNS is to promote fundamental changes in schools to improve the quality of students' learning experiences. Activities involve the school and community -- teachers, parents, administrators, and other interested groups -- in an effort to improve the quality of education through joint problem solving. Issues of concern include: community-based learning, evaluation of alternative schools, the role of research in improving schools, the creation of new schools, and the development of school improvement strategies. Assistance and training are provided to some parent and community groups. Publications are available from the Center.

Law in American Society Foundation (I.#85)
33 North LaSalle Street, Suite 1700
Chicago, IL 60602
(312) 346-0963
Executive Director: Robert H. Ratcliffe
Founded: 1966

The Law in American Society Foundation is supported by contracts with federal and state agencies and private foundations. The objective of the Foundation is to make law-focused education accessible to students in every classroom by establishing a nationwide network of educational projects to serve as regional centers for law-focused education. The Foundation develops texts, audio-visual materials, and classroom techniques which are used in its work with regional centers. It provides teacher training through the Summer Institute, workshops, and conferences. Besides the various projects sponsored by the Foundation in schools, universities, and corrective institutions, it is also sponsoring two state-wide projects in Illinois and Indiana. The Foundation publishes a "Law in American Society" newsletter and journal.

National Congress of Parents and Teachers (I.#86)
700 North Rush Street
Chicago, IL 60611
(312) 787-0977
President: Carol Kimmel
Founded: 1897

The PTA is a volunteer organization with 52 state offices and about 6,000,000 members. National dues provide primary financial support. The PTA acts to provide advocacy for children and youth, influence public policy, and influence public opinion to unite home, school, and community on behalf of children and youth. The PTA is concerned with collective bargaining, parenting, declining enrollments, absenteeism, and accountability. Current projects deal with these issues as well as T.V. violence and comprehensive school/community health education. The PTA offers a variety of publications and newsletters.

Parents As Resources (I.#87)
464 Central Avenue
Northfield, IL 60093
(312) 441-5617
Directors: Carolyn Haas, Ann Cole

The PAR Leadership Training Foundation (PLTF) is a non-profit organization funded through foundations, government grants, and private sources. Its objective is to further positive parent/child relationships. The PAR team works to help parents in their role as early educators through various approaches: 1) a participatory workshop format used in training parents; 2) leadership training offered both in Chicago and nationally to parents, teachers, and others involved in parent training; 3) a training package for community home-visitors and clinic volunteers; 4) magazine and newspaper articles, lectures, and demonstrations; 5) a weekly syndicated column, "Recipes For Fun"; and 6) "Look At Me!", a television series for parents in Chicago. PAR offers consulting services at cost. Among the current priorities is the establishment of parent resource centers.

National Committee for Citizens in Education (I.#88)
Suite 410
Wilde Lake Village Green
Columbia, MD 21044
(301) 997-9300 or 997-0524
Senior Associates: Carl L. Marburger, L. William Rioux,
Stanley Salett
Founded: May, 1973

NCCE is a national, non-profit organization with approximately 150,000 members in affiliated Parents' Network groups. Sources of support include foundations, corporations, individual contributions, membership fees, and publication sales. The Committee works to involve parents and citizens in the decision-making processes of the public schools through training at local level Citizens Training Institutes, linkage to other citizen groups, through the Parents' Network, and information sharing with and among affiliates. The Committee is interested in school site management, collective bargaining, parent and student rights, and other concerns related to parent involvement in public schools. Handbooks, publications including Network, and films are available from NCCE.

Action for Children's Television, Inc. (I.#89)
46 Austin Street
Newtonville, MA 02160
(617) 527-7870
President: Peggy Charren
Founded: 1968

ACT is a national consumer organization working to improve broadcast practices related to children through education, research, and legal action. ACT's constituency extends to all who are concerned about the impact of television on children. Financial support comes from a variety of foundation grants as well as contributions from its 8,000 members. ACT provides a resource library with a special research collection on children and television open to the public by appointment. It also distributes a film, "But First This Message", which is available for purchase or rental. Publications available from ACT include a bibliography, research reports, and newsletter.

Association of Voluntary Action Scholars, Inc. (I.#90)
Box G-55
McGuinn Hall, Room 504B
Boston College
Chestnut Hill, MA 02167
(617) 969-0100 x4142
Founded: 1971

AVAS is an incorporated voluntary professional association of approximately 500 members supported through dues, publication sales, conferences, and foundations. AVAS and its Research Task Force and Consultant Inventory, stimulate and provide social science research on voluntary action, citizen involvement, and volunteer participation. Services are provided through publications, conferences, and clearinghouse activities -- information services, bibliographies, lists of consultants, question and answer files, etc. Publications and services are available upon request.

Blackside Inc. (I.#91)
501 Shawmut Avenue
Boston, MA 02118
(617) 442-0800
President: Henry Hampton
Founded: 1968

Blackside Inc. is a full service media production firm that produces 16/35 mm. films, documentary and theatrical television programing, and audio visual materials of all kinds for clients in government, industry, and education. Sponsorship and contracts come from federal and state governments, universities, organizations, foundations, local citizens' groups, and via private investors. In addition to its diversified production experience, the Company has a particular interest in and experience with projects involving the poor and minority issues. Blackside has achieved a national reputation in producing effective attitudinal change/behavior modification films.

Center for Law Education, Inc. (I.#92)
Gutman Library, Third Floor
Appian Way
Cambridge, MA 02138
(617) 495-4666
Founded: 1969

The Center is a non-profit corporation funded by the Legal Services Corporation of Washington, D.C. It is the national support center in law and education problems for neighborhood legal service programs. The Center's activities involve litigation, research, and other legal representation to address the educational problems of the clients of local legal service offices throughout the country. Issues of concern include bilingual-bicultural education, racial discrimination, [illegible] education, and students' rights. The Center's publications include Inequality in Education, a quarterly journal of information on current law and education matters. An extended list of available publications may be obtained from the Center.

Education Development Center, Inc. (I.#93)
55 Chapel Street
Newton, MA 01260
(617) 969-7100
President: Joseph Stavenhagen
Founded: 1958

EDC is a publicly supported, non-profit organization financed by federal agencies, foreign governments, and private foundations. The Center works to further education and social development through curriculum reform and institutional development. Over thirty separately funded and staffed projects are based at EDC. The projects are concerned with the areas of school and society programs, quantatative skills programs, continuing education programs, and international programs. Among its projects, the Center has developed a film-based high school curriculum on the role of women, an in-service learning program for principals, Infinity Factory -- a major TV show geared toward minority students, and is in the process of assisting Algeria to establish a major institution of higher education for 3,000 electrical engineering students. Detailed information about EDC's projects and resources are available from their publications office.

Educational Planning Associates, Inc. (I.#94)
584 Chestnut Street
Newton, MA 02168
(617) 964-8470
Partners: Evans Clinchy, Elisabeth Cody
Founded: 1969

EPA is a for-profit orgnization whose clients are urban, suburban, and rural school systems and business corporations. Funding comes from school systems, foundations, the federal government, and private sources. EPA's objectives are to help public school systems develop desegregation plans through participatory community planning, to encourage the development of "city as educator" programs at the elementary and secondary levels, and to encourage the development of school/community centers either in new construction or through the reuse of buildings. It is concerned with the issues of desegregation, efficient use of educational and general community resources, and ways of reducing the distinction between school and community. EPA produces community development planning papers, acts as a catalyst in organizing the process of community planning, and presents reports and papers on major ideas and trends developing or instituted in various communities throughout the country. One of its main publications is "Education for a Changing America."

National Alternative Schools Program (I.#95)
School of Education
University of Massachusetts
Amherst, MA 01003
(413) 545-0941
Director: Lynne Miller
Founded: 1972

NASP is a non-profit organization that advocates the development and support of public alternative schools and options in public education. NASP is funded by donations and university support. The Program provides a variety of practical and theoretical information about existing alternative schools to a wide audience, including parents. NASP also supports individuals and groups in their efforts to start schools. Issues of concern to NASP include parent/school/community involvement and the school drop-out rate. Publications include Applesauce, a bi-monthly resource newspaper; a yearly national directory of alternative schools and programs; and a handbook now in progress on how to organize your own school.

Education Law Center, Inc.
605 Broad Street, Suite 800
Newark, NJ 07102
(201) 624-1815
Director: Michael S. Lottman
Founded: October, 1973

Branch: (I.#96)
2100 Lewis Tower Building
225 South 15th Street
Philadelphia, PA 19102
(215) 732-6655

ELC is a non-profit, public interest law firm specializing in education issues in elementary and secondary public schools. ELC is currently funded by a grant from the Ford Foundation. The Center provides speakers on a variety of topics and free legal assistance to education consumers -- parents, students, their organizations, and concerned individuals. Issues of concern to the Center include school finance, compensatory education, bilingual education, race and sex descrimination, school discipline, special education programs and procedures, and public involvement in education decision making. Cases undertaken by ELC are aimed largely at statewide reform. Manuals on special education and sex discrimination and other publications are available from either ELC office.

Institute for Political/Legal Education (I.#97)
Box 426
Glassboro-Woodbury Road
Pitman, NJ 08071
(609) 589-3410
Director: Barry E. Lefkowitz
Founded: August, 1971

IPLE is an organization funded by Title IVc, ESEA 1965, the Rockefeller Family Fund, and the New Jersey Bicentennial Commission. The Institute has designed a series of mini-courses and a year-long social studies program to provide high school students with practical experience with political, governmental, and legal processes. The program stresses information and skills acquisition, and student participation in the community. The Institute now serves as a program demonstration site to interested educators, and offers consultation in program replication. IPLE is also involved in training teachers in methods and techniques for teaching law-related education and the development of human, material, and financial resources for individuals and states in citizenship education. Current issues dealt with by this group include: voter education, fair trial/free press, juvenile justice, family law, and state-county-local government. A variety of project material information and kits for school programs and interested citizens are available from IPLE.

Academy for Educational Development, Inc. (I.#98)
680 Fifth Avenue
New York, NY 10019
(212) 265-3350
President: Alvin C. Eurich
Founded: 1961

Branch:
1414 22nd Street, N.W.
Washington, DC 20037
(202) 293-5960

AED is a non-profit organization funded by public and priv[illegible] contracts. It is an educational planning and consulting organization helping schools, colleges, universities, government agencies, foundations and other organizations solve critical and urgent problems in education, communications, and international development. AED activities involve: long-range planning; establishing and evaluating new educational programs; improving educational management; providing administrative, advisory, staff, and editorial services; conducting studies and research on educational problems; publishing the results of surveys and studies; and helping to recruit executive personnel for educational organizations. AED is concerned with the educational issue of applying communications technology to solving educational, economic and social problems. Some of its many projects include sponsoring a communications and conflict program, preparing a book on opportunities in education for the elderly, developing a new educational complex in Iran for the Misnistry of Roads and Transportation, and developing an academic program for a new university in Saudi Arabia. A wide variety of publications in three divisions of education, communications, and international affairs are available from the New York or Washington office, including a quarterly newsletter and bulletins on communications technology.

American Jewish Committee (I.#99)
165 East 65th Street
New York, NY 10022
(212) PL1-4000
Contact: Marilyn Braveman
Founded: 1909

The American Jewish Committee is a non-profit organization with a nationwide membership of 40,000 that does research, public information dissemination, and training. Membership dues, foundation grants, and contributions are major sources of financial support. Improving intergroup relations and developing public policy options are major goals of the AJC. Currently, the AJC is involved in researching and influencing public policy development around issues of higher education, equalizing public school financing, and school desegregation. A number of publications are available from the Publications Department.

American Montessori Society (I.#100)
150 Fifth Avenue
New York, NY 10011
(212) 924-3209
President: David R. Weinberg
Founded: 1960

The Society is a national, non-profit, self-supporting, tax exempt organization dedicated to promoting better education for children through teaching strategies consistent with the Montessori system, and incorporation of this approach into American education. About 400 schools and several thousand teachers, parents, and others are members. AMS approves 25 Montessori teacher training courses, maintains a Materials Center, conducts a Consultation Service for member schools, and sponsors Regional Workshops. It serves as a clearinghouse for information, and provides research assistance on Montessori related subjects. Its Literature Center sells Montessori books and periodicals. The AMS Conference held each June provides a stimulating exchange between Montessorians, innovative education specialists, psychologists and an interested public.

Anti-Defamation League of B'Nai Brith (I.#101)
315 Lexington Avenue
New York, NY 10016
National Director: Benjamine R. Epstein
Founded: 1913

The ADL is a non-profit organization with 500,000 members and twenty-six regional offices. Contributions from members of the Jewish community and other individual contributions are the major sources of financial support. ADL's prime goal has been to counter prejudice and discrimination against Jews and members of other minority groups, and to build understanding of Jewish cultural and religious life. Its services include education and training, community action, information services, and legal action. ADL offers materials and services in human relations education for use in the classroom as a way of combating prejudice and discrimination and as a way of building understanding for the concept of pluralism. Consultation, training, printed materials, and audio visual aids in the area of intergroup relations are available to school systems and citizen groups.

Center on Human Policy (I.#102)
216 Ostrom Avenue
Syracuse University
Syracuse, NY 13210
(315) 423-3851
Director: Douglas Biklen
Founded: 1971

The Center on Human Policy is a non-profit organization funded through federal, state, and private grants. It provides resources for advocacy groups, promotes integration of the disabled into society, and monitors the quality of human services. It is currently educating people for advocacy roles, and promoting the right to an integrated education for the disabled. The Center is studying the development of T.V. and printed media to encourage attitude change toward disabled children. It also studies alternative residence planning and handicapism. It provides advocacy consultation, legal rights information, and community education strategies at no charge. Workshops for school districts on children's rights issues are also offered. The Center provides many advocacy resources, books, slide shows, posters, and children's stories available from the Human Policy Press.

Educational Facilities Laboratory (I.#103)
850 Third Avenue
New York, NY 10022
(212) 751-6214
President: Alan C. Green
Founded: 1958

EFL is a non-profit organization supported by government and foundation grants and contracts. It conducts research and disseminates information on the facilities and public service institutions dealing with education, recreation, health care, and the arts. EFL's primary concern is to help plan facilities which meet the needs of the community, neighborhood, and region. It connects the people who plan and build with those who own, manage, and use the facilities. EFL is currently engaged in a variety of programs concerning energy conservation and alternative systems; enrollment decline and surplus space; facilities for the arts; campuses in transition; accessibility for the handicapped; communications technology; planning for new and renewed communities; career and vocational eudcation; and many others. Several reports and films are available from EFL.

The Foundation Center (I.#104)
888 Seventh Avenue
New York, NY 10019
(212) 975-1120
President: Thomas R. Buckman
Founded: 1956

The Foundation Center is a non-profit organization with a branch in Washington, D.C. It is supported through foundation grants and contributions. The purpose of the Center is to gather, analyze, and disseminate information on philanthropic foundations. It compiles descriptive data and statistics on the foundation field for use by foundation trustees and officers, regulatory agencies, and other interested organizations and individuals. It is a resource for anyone interested in applying to foundations for money. Libraries at both offices are open to the public. The Center also has a network of cooperating regional libraries open for free public reference. Currently there are 61 such collections located in 43 states, Mexico, and Puerto Rico. The Center publishes a number of books and services including The Foundation Directory, The Foundation Grants Index, Foundation Center Source Book Profiles, The Foundation Center National Data Book, Foundation Grants to Individuals, COMSEARCH Printouts, and About Foundations.

Literacy Volunteers of America, Inc. (I.#105)
3001 James Street
Syracuse, NY 13206
(315) 437-8381
President: Jane Root
Founded: 1962
LV of Connecticut, Director: P. Williams (203) 236-5466
LV of Maine, Director: J. McKallip (207) 873-2871
LV of Massachusetts, Director: J. London (617) 754-8056
LV of New York State, Director: G. Mycio (716) 847-1160
LV of New York City, Director: D. Kangisser (212) 873-4462

LVA is a private, non-profit organization with four state organizations, 62 local branches, a New York City organization, and a membership of about 12,000 students and volunteers, all ages and backgrounds. Membership fees, contributions, government contracts, and sale of materials offer financial support. LVA develops training materials and support systems for volunteers tutoring teens and adults in basic reading and English as a second language. LVA also supervises and supports citizen-run tutorial programs in 62 communities. Major programs are reading and English-language tutorial programs in schools, libraries, correctional facilities, business, industry, and community centers. Areas without programs may obtaion services for a fee. The newsletter "Affiliate" may be obtained through a state branch or the national headquarters.

National Association for Industry-Education Cooperation
235 Hendricks Blvd. (I.#106)
Buffalo, NY 14226
(716) [illegible]-5726 or 833-6346
Presid[illegible] Donald M. Clark
Founded: 1964

NAIEC is a non-profit organization of approximately 500 members who represent business, labor, education, government, agriculture, and the other professions. NAIEC's major objective is to serve as a mechanism for increased levels of cooperation in programming and projects. It is funded through grants and membership dues. NAIEC promotes the establishment of Industry-Education Councils and Community Resources Workshops. The Association provides technical assistance and produces a variety of publications such as guides and a newsletter. NAIEC's functional divisions develop programs and projects in the areas of school-based job placement services, educational management, curriculum development, economic/consumer education, industry sponsored materials, and career education. The Association also sponsors regional conferences, and an annual convention and awards program.

National Commission on Resources for Youth, Inc. (I.#107)
36 West 44th Street
New York, NY 10036
Director: Mary Conway Kohler
Founded: 1967

NCRY is a non-profit organization supported largely by government and private grants. Its major goal is to support the development of responsible decision-making roles for youth by serving as advocates for this concept and as an information clearinghouse. Research, program development, public information, training, technical assistance, and materials development are the major services. Current projects include a Model Community-Based Mentor Program for the education of gifted and talented youth, model youth participation projects, and an in-service training program in consumer education. Resources for Youth is a free quarterly newsletter. Other publications, films, and videotapes are available.

National Conference of Christians and Jews (I.#108)
43 West 57th Street
New York, NY 10019
(212) 688-7530
Vice President: Harry Robinson
Founded: 1928

The Conference is a non-profit human relations organization engaged in a nationwide program of intergroup education to eliminate prejudice and discrimination. Technically the organization is not a membership organization but national and regional boards number over 3,000, and over 150,000 contributors consider themselves members. Personal and corporate contributions are the major source of financial support; 10% of the budget comes from government or foundation grants. The Conference is not a direct action group or a political lobby, but it promotes personal and institutional change and influences public opinion through its educational services. Its major education-related project is the National Center for Quality Integrated Education which organizes and coordinates community coalitions for peaceful desegregation. Low-cost or free training workshops and consultant services to schools, law enforcement agencies, employers, and community coalitions are its major services. The Conference publishes and distributes a wide variety of low-cost materials available through local NCCJ offices.

National Council of Young Men's Christian Associations (I.#109)
291 Broadway
New York, NY 10007
(212) 374-2052
Executive Director: Robert W. Harlan
Founded: 1855

The National Council of YMCAs is a coordinating body for the country's 1,834 YMCAs. The Council, guided by a board of members elected from each region, provides overall leadership, development services, training, and technical assistance to local YMCAs through a system of regional services. Its goal is to provide centralized and regional resources for communication, coordination, and development planning among member YMCAs. Earned income, membership fees, United Way, and other voluntary contributions are major sources of financial supp[illegible]t. The National Council supports the following major programs[illegible] camping, juvenile justice programs, youth and government programs, health and physical fitness for youth and adults, nationwide cardiovascular health programs, aquatics, family life programs, international understanding and world peace programs, parent-child programs, values education, and racial equality and affirmative action programs. Publications and training materials are available through the Council's Program and Management Printed Resources Division.

National Self-Help Clearinghouse (I.#110)
33 West 42nd Street, Room 1227
New York, NY 10036
Co-Directors: Alan Gartner, Frank Riessman
Founded: 1976

NSHC provides information dissemination and sharing services to and for a wide variety of self-help mutual aide groups. The Clearinghouse publishes a bi-monthly mewsletter, The Self-Help Reporter, which is currently free of charge. Subscriptions can be obtained by writing to H. Carson Briggs, editor, at the address above.

National Urban League, Inc. (I.#111)
500 East 62nd Street
New York, NY 10021
(212) 644-6500
Executive Director: Vernon E. Jordan, Jr.

The NUL is a non-profit interracial community service orga[illegible]zation financed through contributions and grants from individuals, corporations, foundations, labor unions, religious groups, and others. NUL also accepts federal contracts for specific projects. There are over 100 state and local NUL affiliates throughout the country. NUL is involved in a national youth employment program, labor affairs advocacy for the minority aged, business and career development, research, finding viable alternative methods of education, and others. Newsletters, periodicals, and other publications are available through the Communication Department, 733 15th St., N.W., Washington, DC 20005.

Non-Sexist Child Development Project (I.#112)
Women's Action Alliance, Inc.
370 Lexington Avenue
New York, NY 10017
(212) 532-8330
Director: Barbara Sprung

This Project provides information, materials and technical assistance to educators and parents in order to make non-sexist early childhood education available to all children. The Project is funded by foundations, corporations, and federal grants, as well as from contributions and publication sales. Organization goals are to influence public opinion; offer training and consultation; develop and distribute curriculum materials, resource listings, and bibliographies; and to act as a referral for persons interested in eliminating sexism in early childhood education. The Project is currently doing a follow-up to the first national conference on Non-Sexist Early Childhood and is functioning as a clearinghouse for information on all the activities surrounding the topi[illegible] The Project provides presentations at cost on non-sexist e[illegible]ucation. Curriculum materials, general information, and workshop and consultation requests should be directed to Felicia George or Barbara Sprung.

Committee on Diagnostic Reading Tests, Inc. (I.#113)
Mountain Home
North Carolina 28758
(704) 693-5223
Chairman: Frances Triggs
Founded: 1942

The Committee is a non-profit organization serving schools, colleges, organizations, and persons concerned with teaching reading and language skills. It is financed by sales of tests and service fees. The Committee's main objective is to improve the teaching of reading skills by providing refresher courses and work conferences to interested individuals. Testing materials and other publications are available from the Committee.

Institute for Development of Educational Activities, Inc.
5335 Far Hills Avenue (I.#114)
Dayton, OH 45429
(513) 434-7300
Executive Director: Samuel G. Sava
Founded: 1965

/I/D/E/A/ is a non-profit organization funded by the Charles F. Kettering and other foundations. /I/D/E/A/'s Research Program is located in Los Angeles; the Information and Services Program is in Melbourne, Florida; and the component of Innovative Programs is in Dayton. Objectives of the organization are to develop new ways to help improve elementary and secondary schools as well as to improve communities and neighborhoods. /I/D/E/A/ is primarily involved in research, model development, training, and training information. It is concerned with citizen involvement in education, in-service education of school personnel, citizenship education, and transition of youth to adulthood. Current projects include a study of schooling, policy group training, a commission on youth, and a study of effective community processes. The Institute provides research information to local citizen groups available in films, reports, and books. A catalogue may be requested from the main office. The school improvement program, "Individually Guided Education," is also available to local schools and school districts.

National Association of the Physically Handicapped, Inc.
76 Elm Street (I.#115)
London, OH 43140
Administrative Assistant: Helen Lee Roudebush

NAPH is a non-profit, "self-help" action group that serves all types of physically handicapped adults. Its purpose is to advance the social, economic, and physical welfare of the physically handicapped. NAPH has 32 chapters in the United States and members-at-large where there are no chapters. Activities range from social programs to lobbying for legislation, increasing employment of the handicapped, housing, education, and research. Barrier Free Design is one of its largest projects which works to improve access to public areas and building for the handicapped. NAPH publishes a national newsletter.

Association for Children with Learning Disabilities (I.#116)
5225 Grace Street
Pittsburgh, PA 15236
(412) 881-1191
Executive Secretary: Jean Peterson
Founded: 1964

ACLD is a non-profit organization supported by donations and dues from its 40,000 members. The Association has 725 branches and 49 state offices located throughout the country. Its objective is to advance the well-being of children with learning disabilities through research, publications and conferences. ACLD sponsors conferences and symposia on teaching techniques, helping parents of learning disabled children, diagnosis and treatment, and other related topics. A list of books, pamphlets, and publications as well as conference schedules are available from the Pittsburgh office.

National Association for Retarded Citizens (I.#117)
2709 Avenue E
PO Box 6109
East Arlington, TX 76011
(817) 261-4961
Director: Phillip Roos
Founded: 1950

NARC is a non-profit voluntary organization of about 250,000 members spread throughout 1,800 state and local branches. Financial support is from dues, contributions, and grants. NARC works to improve services for retarded citizens by monitoring and evaluating existing programs, to prevent mental retardation through known methods of prevention, to train citizen advocates to ensure legal rights of mentally retarded citizens, and to achieve free public educational opportunities. NARC runs on-the-job training programs (which have placed 10,000 individuals), sends newsletters to employers to encourage the employment of the mentally retarded, awards financial assistance to individuals studying mental retardation, and supplies assistance in legal cases.

Human Resources Research Organization (I.#118)
300 N. Washington Street
Alexandria, VA 22314
(703) 549-3611
Founded: July, 1951

HumRRO is a non-profit organization supported by contracts and grants. Its aim is to improve human performance through behavioral and social science research, development, consultation and instruction. The Organization is currently involved in projects concerning computer administered instruction, peer instruction, and the development of job-related training and evaluation systems. HumRRO is also studying the effectiveness of games for instructional purposes. Individuals and organizations may be added to their mailing list for an internal weekly newsletter upon request.

National School Volunteer Program, Inc. (I.#119)
300 North Washington Street
Alexandria, VA 22314
(703) 836-4880
Contact: John W. Alden
Founded: 1968

NSVP is a non-profit organization of approximately 1,100 members. Financial support comes from membership dues, corporations, foundations and the U.S. Office of Education (HEW). NSVP promotes the creative involvement of school volunteers to supplement, support and enrich learning activities in the classroom, school and school system for the benefit of all students, and to create a partnership between educators and citizens through organized school volunteer service programs. NSVP is also concerned with broadening community support for education, desegregation, business/education cooperation, expanding opportunities for older Americans, and the education of the handicapped. NSVP is currently planning national and regional conferences, publications, and producing annotated bibliographies of school volunteer materials. A monthly newsletter, THE SCHOOL VOLUNTEER, is available to members.

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